Volume 122 MAY, 1939 No. 5

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# How Much Helpful Supervision Should A Superintendent Give?

Answers by:

J. H. BINFORD, J. H. PEET, SAMUEL ENGLE BURR, FRANK A. SCOTT, FRANK B. MILLER, DAVID A. WEGLEIN, ALBERT B. KELLOGG, RALPH JENKINS, FRANK R. PAGE

"If I Were King" — ESTELLE L. POPHAM

Shall the Student Call the Tune? — A COLLEGE PROFESSOR

But Are the Schools "Defeated"? — RUSSELL V. BURKHARD

Missing Money — *A Story* — C. LEO MONTIBELLO

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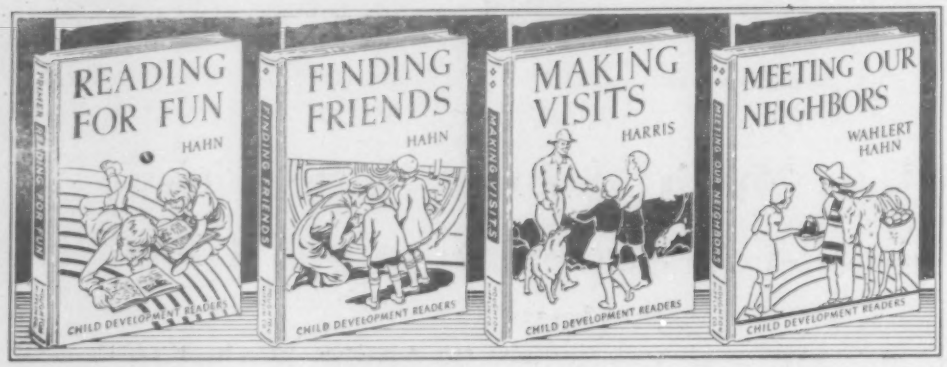


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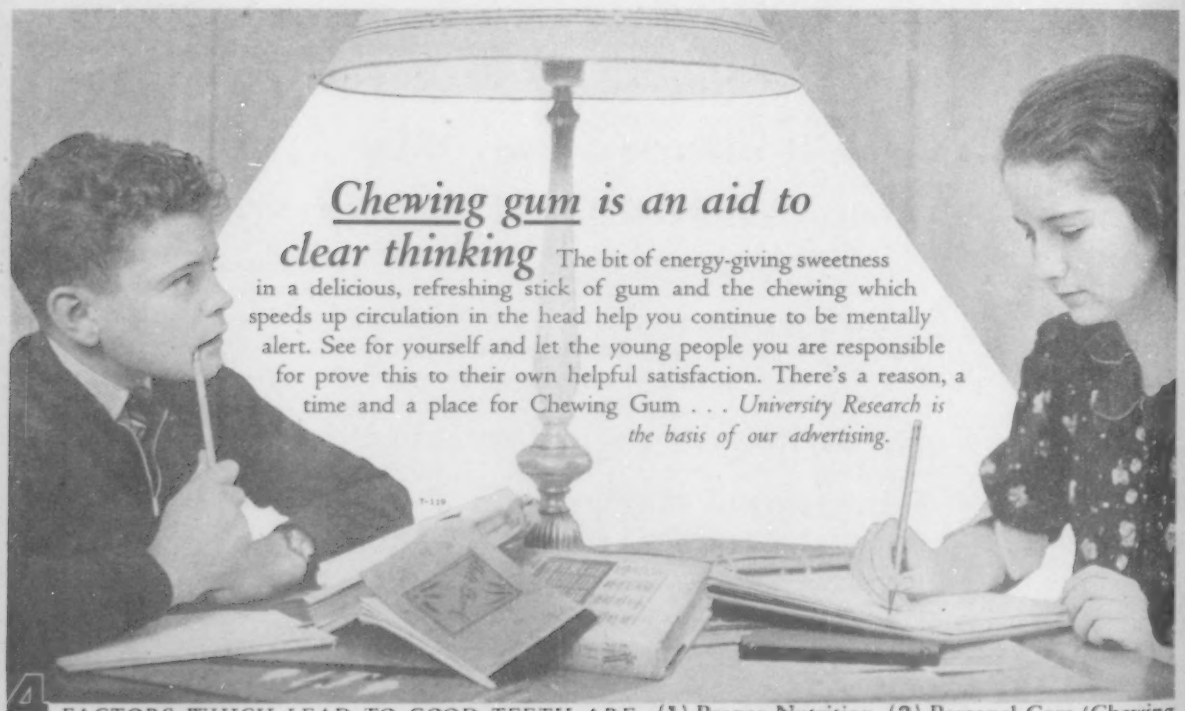

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## *Contents for May, 1939*


WORLD AT LESSONS 149
Who Makes Our Foreign Policy?
Radio and Speech
Dare to Be Human
Low Fares for Books
Surplus Population Fallacy

HOW MUCH HELPFUL SUPERVISION SHOULD A SUPERINTENDENT GIVE? 151
J. H. Binford; J. H. Peet, Samuel Engle Burr; Frank A. Scott; Frank B. Miller; David A. Weglein; Albert B. Kellogg; Ralph Jenkins, Frank B. Page.

"IF I WERE KING" 155
Estelle L. Popham

SHALL THE STUDENT CALL THE TUNE? 157
A College Professor

A TEACHER'S PRAYER 159
Catherine E. Giles

BUT ARE THE SCHOOLS "DEFEATED"? 160
Russell V. Burkhard

MISSING MONEY—*A Story* 161
C. Leo Montibello

HISTORY BEGINS AT HOME 163
Charles W. Heathcote

JONATHANA SWIFT ATTENDS A CONVENTION 164
Effie A. Hult

ALL IN THE DAY'S WORK 166
Everett V. Perkins

BUILDING BETTER STUDY HABITS 167
8—Enlarging the Vocabulary
Charles Edgar Finch

EDUCATIONAL HORIZONS 169
Randall R. Penhale

THE NEWS DIGEST 171
GRINS BETWEEN GRINDS 175
BOOK REVIEWS 176



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## *The Editors Say . .*

Suppose we dedicate this issue to the unnamed teacher in a midwestern state who raised the question about Supervision which has brought so many thoughtful responses. We doubt if any one will devour the replies more eagerly than Miss——. Her name almost slipped out, but she asked us not to give her away, and of course we won't.

A Superintendent does lead a busy life, but he can't afford to neglect the strengthening of his teaching staff. It is this staff his real success must lean on.

▼

### Active Readers

Are you an active or a passive reader? The active ones not only read but do something about it. Some of them try out suggestions. Others are stimulated to fresh and fruitful thinking. Still others sit down and write to the editors or to the authors of certain pieces with which they do or do not agree. Another group burst forth with articles of their own—thus bringing the best of their experience and thinking to bear upon the work of others. In this matter of writing—please understand that every sincere and pertinent article submitted to this clearing house is given consideration on its merits. We have a reputation for being democratic. Big names and a procession of degrees fail to impress us half so much as the material from an obscure person who has something to say and says it in the clear, bright way our readers like. One of the best of our occasional writers feels an article coming on for several weeks before he lets himself write it. The result is almost invariably enjoyable and helpful.

▼

Active readers naturally watch the expiration dates on their JOURNAL wrappers and renew promptly. Some enclose informal notes, telling us how helpful or otherwise they deem the magazine to be—or how, in their opinion, it could be made more valuable.

▼

But most of you have already skipped these lines and are off to what we trust will be HAPPY READING!

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, MAY, 1939 NUMBER 5

EDITORIALS:

# *World at Lessons*

## Who Makes Our Foreign Policy?

The foreign policy of the United States at any given time is compounded of four parts. These are: (1) our laws and traditions, (2) the attitudes, acts and statements of the President, (3) the state of mind possessed by the Congress, and (4) public opinion.

A President can go a certain distance on his own initiative in dealing with foreign nations. He can be either bold or timid. He can create respect for the United States in foreign capitals or disrespect. He can irritate one foreign government and please another. He can rattle the sword and brandish the economic big stick or he can voice his disapproval of aggressive acts merely by sharp protests. He may lead us away from war and perhaps give us a reputation for weakness that will eventually cost us war. Or he may lead us to the brink of war and then—what?

Strictly speaking, a President cannot declare war. Only the Congress can do that. But it would be very difficult for Congress or the citizens who speak through their congressmen, to let a President down once he had reached the point where war could not honorably be declined.

In times of international stress, when war and peace are in the balances abroad, a single word spoken by our President may be of tremendous significance. Take "quarantine" which Mr. Roosevelt hinted might be used to check the epidemic of outlawry among nations. Or again the word "we" in the expression, "unless we have a war." Some word meaning "yes" was spoken in private a while ago on the question of selling war planes to the French.

Public opinion in the United States, has scarcely begun to crystalize. There is a strong desire to keep out of trouble if we possibly can. Fingers that have been burnt before do not hanker for another scorching. The word "Democracy" on a banner will not again deceive us when we realize, as nearly every one now does, that the present quarrel in Europe has to do with Empire.

We cannot draw in our heads and limbs like turtles, for we are—whether we like it or not—a world power. We are committed to guarding this Western Hemisphere from alien invaders.

Is it necessary or desirable that the United States at this stage of the game become a party to the territorial struggle going on in Western Europe?

This is a question to which every American should give his clearest thinking.

## Radio and Speech

Radio is doing more to standardize American speech than all other influences put together. Already a nation of a single language, we shall become in time a nation with only minor dialectic differences. This may detract from the piquancy of travel from one section to another in this country. But there will be compensations. The same radio that beats down differences of pronunciation and phraseology, also diminishes misunderstandings between separated regions. Radio, in short, is doing much to unify the nation, adding to the work already done by nationally circulated magazines and books and to some extent by motion pictures.

One cannot help thinking what radio might do for Europe, were broadcasting freed from nationalistic propaganda and high-powered hates. Rival languages would still be a barrier but this would crumble in time.

In fact—if radio had arrived about the time the old Tower of Babel was going up, what a different world might this one be today!

The breakup of language has been expensive business.

Radio creates a counter current significant in the shaping of mankind's future.

## Dare to Be Human

A cluster of young people were overheard talking about a certain teacher under whom they had all studied. They agreed that she was one of the best teachers they had ever known. The qualities they liked most in her were her enthusiasm for her subject and her understanding of their viewpoint.

Then one of the commentators recalled how ready this teacher was to admit her own mistakes. She even seemed happy to be caught in a blunder—pre-

sumably because it made her pupils happy and proved to them that she—with all her scholarly correctness—was still human like themselves.

There lies one secret hard for teachers to learn. The habit of being invariably right is dangerous. It not only makes for smugness and an overbearing attitude on the teacher's part but erects a wall between teacher and class. The educational "have nots" come to regard the educational "haves" as their enemies.

It is better to know one's boys and girls than to know every jot and tittle about one's subject.

When a teacher makes a slip, let him rejoice and take advantage of the opportunity to win respect for his good sportsmanship in confessing the fault.

Nothing causes a greater strain on the affections of a class than the discovery that a teacher is shifty and wants to cover up a lack of knowledge on some point.

## Low Fares for Books

If a show of hands were called for on the question, "Shall the present low postage rate on books be continued after June 30?" millions of hands would be raised in the affirmative, and very few in the negative.

The rate of a cent-and-a-half a pound came as a pleasant surprise last November, as a result of an executive order. President Roosevelt explained: "The interests of the public, in the promotion of the cultural growth, education and development of the American people require that the postage rate on books . . . be modified."

Not all books are educational, of course. But in the main the 200 million books printed annually in the United States tend to enlightenment and a spread of culture. Some 75 million of them are schoolbooks.

Schools and their students have been among the greatest beneficiaries of the low postage rate.

It is impossible thus early to measure the full effects of the lighter transportation cost on books. Such check-ups as have been made to date indicate educational gains that warrant continuance of the experiment.

## Surplus Population Fallacy

Yes, the job situation is pretty tight. Unemployment continues to be a major problem and to receive quite too little constructive attention.

But as for concluding that we are to be permanently and forever saddled with a vast surplus of unemployed workers—the sooner we get rid of that aberration the better for the country.

Periods of economic readjustment we are liable to have from time to time, with unemployment an uncomfortable result. We shall need to learn a great deal more than we yet know about coping with this awkward circumstance.

However, the United States is not overpopulated and will not reach that condition for many more decades if it ever does.

Our economic machinery—industrial, financial and commercial—has been slowed down by an unsettled world condition and by our own doubts and fears—perchance by over-much governmental meddling also.

A more even distribution of jobs may be forced upon us as a practical necessity. A shorter working week will have to come, as it has come step by step in the past.

The point to keep in sight is our evident ability as a people to provide for all of us a much higher standard of material comfort than has yet been attained here or elsewhere in the world. Given this productive capacity, we have only the problem of speeding up the laggard wheels and seeing that opportunities for work are not monopolized by a privileged class but passed around.

Of all misconceptions the most hideous is the theory that wars must be entered into every few decades to kill off surplus populations. It certainly is not true of the United States or any nation having reasonably good economic balance.

Distribute the present amount of work among more people and there will be more work for every one to do.

## Our Little Systems

It is important to have a philosophy of education. But it is also dangerous. The danger consists in the assumption that any philosophy, however carefully reasoned, can be perfect. Some of the very presuppositions on which the best of philosophies are based today may be swept aside by some fresh discovery tomorrow.

Consistency is said to be a jewel, and no doubt a certain amount of it is precious. Yet the strain of trying to be consistent, always faithful to one's theory, may hinder practical accomplishment.

No less a philosopher than the late Josiah Royce used to caution his students against becoming too engrossed in mental abstractions. "The philosopher should always have some everyday duties to keep his feet on the ground," he asserted.

And so it is with education. The educational philosopher builds his theories of childhood, of adolescence, youth—and he takes a thousand measurements to prove his theories correct. The rank-and-file educator, on the other hand, deals with boys and girls in actual situations. He applies as much philosophy as appears to fit each case. But he finds himself obliged to draw on resources of mind and character that have stubbornly refused to be incorporated into any system.

Philosophy draws the map. Experience fills in details omitted by the cartographer.

# How Much Helpful Supervision Should a Superintendent Give?

This Query from a Teacher—reported in our April issue—has drawn a variety of thoughtful and constructive replies from practical schoolfolk.

## At Least Two Visits a Year

Supt. J. H. BINFORD
*Richmond, Virginia*

In a small school system having not more than 150 or 200 teachers, I am firmly convinced that the superintendent should know each teacher personally and visit her classroom at least twice during the school session. Manifestly, however, in a system employing from 300 to 1500 teachers, it is impossible for the superintendent to be anything but an administrator. In such a system, in my opinion, teachers have no right to expect classroom visitation and helpful suggestions from the superintendent. I do believe, however, that in such a school system the superintendent should have certain assistants to visit classrooms from two to four times a session. In Richmond we have four grade supervisors, or helping teachers, three of whom work in the elementary schools and one in the junior high schools. They render great aid to the teachers. in my opinion.

We have 1100 teachers in Richmond. I endeavor to visit the classroom of each of these teachers except in the senior high schools at least once during the school session. I feel that these visits help to keep me in touch with actual class room problems.

▼

## Technique of Visitation

Supt. J. H. PEET
*Cedar Falls, Iowa*

Assuming that a superintendent has selected the best teachers available, has familiarized them with the policies of the school, and has stated clearly the outcomes expected, his next task is to supervise their work and see that these outcomes are realized. Among the many methods of supervision is classroom visitation. While it may not be more important than other methods, it is one that brings a high degree of satisfaction to the teacher. It convinces her that her superintendent is judging her from first-hand information.

There are two methods of classroom visitation, both of which are effective. The first is the brief visit during which one gets a bird's-eye view of the situation. The other is the longer visit when one observes the procedure during an entire class period or even for a longer time.

If classroom visitations are to produce desired results they must be based upon a mutual confidence and a belief on the part of the teacher that the superintendent has a sympathetic desire to help her. The best results cannot be achieved until sufficient visits have been made to enable teacher and pupils to forget his presence.

It is difficult to determine how frequently these visits should be made. They are of much more value to the inexperienced teacher or the teacher new to the system than to those who are established. Ideally the beginning teacher should be visited once a month. After she has become established she should not expect to be visited more than two or three times a year. The frequency of visits will depend somewhat upon the size of the school system. It is difficult in the very small school and in the large city school for such visits to be made. However, every classroom visit properly made adds to the superintendent's ability to judge his teacher and to the happiness and confidence of that teacher.

▼

## All Should Give Some

Supt. SAMUEL ENGLE BURR
*New Castle, Delaware*

In customary practice Superintendents of Schools are the chief supervisory officers of their school systems. In some cases, they have assistants who are specialists in supervision and in such cases they need to devote little of their own time to classroom visitation or to other types of supervisory work. In other cases, whatever supervisory work is done must be done by the Superintendent himself. No matter how large or how small a school system may be, it is my belief that every Superintendent should do some supervisory work himself and that even in a large system the Superintendent should devote a few hours per week to classroom visits and to personal conferences with classroom teachers. In smaller systems, the amount of time and attention given to supervision by the Superintendent should be larger.

There are a number of important factors which effect the proportion of time which the local Superintendent of Schools can devote to the general supervision of classroom activities. Chief among these is the size of the school system in which he is employed, as I have indicated above. The number of staff officers employed to assist him in his work is another factor. The degree to which building principals are free from teaching duties will affect the amount of time which they can give to supervision

and this in turn will affect the Superintendent's program. In the secondary field, this is true of department heads as well as of principals. In some communities, Superintendents are expected to devote considerable attention to civic activities and to interests which are related only indirectly to the work done in the classrooms. Of course, such work cuts into the amount of time which can be devoted to the supervision of teaching.

In most cases, if the school system enrolls over 1,000 pupils, there will be an Assistant Superintendent, or non-teaching Principal, or both, who do most of the supervisory work. When enrollments reach 5,000 or above, there should be a well organized supervisory staff relieving the Superintendent of almost all work of this kind. In such situations, there is no reason why supervision should be neglected. It should be recognized as a most important activity and treated accordingly.

It is in the small school system, enrolling less than 1,000 pupils, that supervision may be neglected. The Superintendents of small school systems have very complex jobs and usually they have little or no help. In most cases in small school systems, the Superintendent is the only employee who is free of teaching duties,—and sometimes even he must teach one or more classes per day in the high school. He is in charge of administration, supervision, research, curriculum revision, testing, business affairs, building management, publicity and public relations, etc. And if one of these fields is neglected, it is likely to be supervision, even though the Superintendent may recognize its importance.

I feel that it would be wrong to set up a definite time allotment for supervision. The time and the use of it should be adjusted to the needs which exist. Ordinarily, a number of supervisory techniques should be employed, no matter how much or how little time may be available. These should include visits to classrooms, individual conferences with teachers, faculty meetings, mimeographed bulletins, written suggestions to individual teachers, demonstration lessons, visits to other schools, the study of research reports, the reading of professional books and magazines, etc.

In my own work as the Superintendent of a school system enrolling from 800 to 850 pupils divided among three separate elementary schools and a high school, I try to keep in touch with the work of every teacher by means of frequent brief visits but I supplement these by longer visits, followed by individual letters or personal conferences, where help is most needed or where suggestions will be most appreciated.

## A Major Responsibility

Supt. FRANK A. SCOTT
*Belmont, Massachusetts*

The supervision and improvement of instruction is a major duty and responsibility resting on the superintendent of schools.

It is his problem to plan or personally carry on this work. He may be in a community that is too large to enable him to visit and guide each of his teachers.

In such a community he must delegate this responsibility to supervisor or principal.

There are many communities, however, in which this is a very difficult problem. They may be too small to have principals who are given full time for supervision. The money available may not permit the expense of such full-time supervising principals.

While the superintendent is responsible for supervision, he is also responsible for all other phases of school administration, including business management, care of school plant, public relations and many other matters.

In order to supervise a teacher properly one should have time to visit frequently and consistently. Only a principal can do this. He is the one who can carry on a long time plan of teacher improvement.

In smaller communities we have a number of examples of superintendents who have succeeded in doing a very excellent work in supervision.

In larger communities, except in cities of 50,000 or more, a superintendent should be able to visit each teacher at least once or twice a year.

This, however, is not supervision, and gives an opportunity only to judge the general atmosphere of the classroom and efficiency of the teacher.

Space does not permit a discussion of how the superintendent may organize the supervisory program, by visitation personally or otherwise, by conference, by meetings, by diagnostic testing and remedial work, and by many other means.

## Do I Expect Too Much?

*By the Teacher Whose Letter Suggested This Symposium*

Since the query stated on page 111 of your April issue is mine, I feel it necessary to take part in the discussion. Since I hope to use your discussion to help a good superintendent become a better one, may I ask you *not* to use my name?

As a teacher in a small school where we might be all one happy family, I feel a superintendent is obligated:

1. To act promptly in supplying every classroom with the *necessary tools.*
2. To *visit* classrooms so that he may have first-hand information as to the success of each teacher.
   a. To commend when possible.
   b. To suggest changes that would make for improvement.
   c. To understand the individual problem cases of each classroom.

3. To assist in unfortunate situations: (a) Confirmed absentees, (b) Truants, (c) Incipient reformatory cases.
4. To inform *all* teachers of school policies and activities.
5. To show *young teachers* how to apply the principles of professional ethics, taught in the training schools.
6. To make himself *accessible* to his teachers.
7. To demonstrate his confidence in his teachers *individually as well as collectively*, or indicate how such confidence may be earned.

Do my obligations appear unreasonable?

▼

## Democratic Supervision

FRANK B. MILLER
*Morehead State Teachers College*
*Morehead, Kentucky*

Too many of our ideas of supervision had their inception in a philosophy that prevailed in the day when teachers were less adequately prepared and democracy was less potent.

How can supervison function to help an ideal, like the democratic one, along? Supervision today must take its clue from the democratic point of view.

How can a superintendent, or one delegated by him to do supervisory work, know if the teacher in his system is providing a richer, fuller life for her pupils unless he (the superintendent) has intimate, friendly, and varied associations with his teachers?

Supervision in the past was too dogmatic. The supervisor was too much concerned with his own learning and culture. Furthermore, he had too great a feeling about his own point of view.

Supervision is a cooperative affair. We must have leadership, with a minimum of prescription. Since a study of the problem of curriculum revision is of great concern today, and since it is ultimately related to supervision, it becomes the problem of the building principal, or the supervisor. The supervisor thus becomes a leader of teacher study.

The physical upkeep of the school plant, while essential, is, after all, secondary to the educative process. Supervision of any sort must be mainly concerned with initiating interests and practices that promote a continued personal growth and make a social contribution. And this cannot be done properly if a superintendent or supervisor visits only once or twice a year. Then, too, if a teacher is progressive, she may convert even a superintendent.

In a special study[1] made by the writer, 108 teachers out of 114 (in the light of their own difficulties) indicated that the teacher's difficulties lie in the field of the technician. Surely here is an invitation to the professional supervisor for helpful supervision.

As teacher preparation improves and the teacher becomes more professional (this means supervisors and superintendents also), supervision of the old sort becomes less necessary.

▼

## A Principal's First Task

Supt. DAVID E. WEGLEIN
*Baltimore, Maryland*

In recent years the subject of supervision in school systems has been considered more seriously and more definitely than ever before. and many steps have been taken to secure the correct kind of supervision. The purpose of supervision is to improve instruction, and any supervision that does not result in this desirable situation is not of the correct kind. All types of teachers will be benefited by the proper kind of supervision.

The first task for this supervision must be undertaken by the building principal, and it need hardly be stated that no individual should be a principal in these days who is not capable of performing supervisory duties in a successful manner. In secondary schools the supervision by the building principal should be supplemented by systemwide supervisors of the special subjects such as English, Social Studies, Mathematics and the like. It is obvious that in the secondary field, one person, the principal, cannot be expected to be sufficiently acquainted with all departments of knowledge to carry on supervisory work as it should be done. In addition to these systemwide supervisors, there may be in large high schools heads of departments. The latter should be not only administrative officers, but should also be able to supervise their departments in an adequate manner. In the elementary schools, grade supervisors are advisable. Here again it should be pointed out that the purpose of supervision is the improvement of instruction, and unless that result is achieved, the supervision cannot be considered successful.

What has been stated above is meant to apply to large school systems, and naturally, in smaller organizations, it is not possible to have the specialized work which has been indicated above. No matter how small the system, the building principal should be the first element in successful supervision.

It need hardly be stated that proper supervision embraces much more than classroom visiting. Faculty meetings and departmental meetings, with programs of a professional nature, are just as much a part of successful supervision as visiting classrooms. Supervision includes many kinds of activity, each one of which is intended to improve teaching and the instructor. In the modern school, while organization and administration must always play a very important role, the most professional part of the principal's work is helpful supervision.

[1] Miller, Frank B., "What High School Teachers Think of Supervision," Kentucky School Journal, Vol. 15, No. 2, Oct. 1936, p. 36.

## A Register of Visits

Supt. ALBERT B. KELLOGG
*Claremont, New Hampshire*

Your query on "How much supervision?" gave me a useful shock when I compared what I am doing in classroom visitation with what I would like to do, and then set these against what I think ought to be done in this situation for the good of the pupils. My parish has 8 buildings, 68 teachers. I have a fixed principle of getting into some classroom each day and into each building each week to insure contact. A register sheet noting visits shows at a glance if any room is neglected.

Teachers' reactions are as varied as their personalities. I rather like that of the teacher who may hardly notice me on entrance and who carries on until I purposely disturb her to speak of any problem. This attitude is reflected by the pupils who gain the impression from the teacher that the lessons are of more importance than the presence of "that man who owns the schools" as one child reported at home. The teacher who likes to leave the pupils to entertain me with a discussion of what is going on deprives me of some initiative and pleasure in discovering this for myself either by observation or questioning the pupils.

I tend to spend more time in high school classes in subjects in which I have more interest and information. This is no handicap here as our excellent principal has majors that are complementary to my own and between us the instructional practices are covered.

I see much more of the building principals than of the other teachers. From them I can learn of any problems of school plant, supply or personnel that call for attention.

Good teachers working easily along the line of their best personality, who are conscious of and sympathetic with the individual pupil and at the same time interested in class progress as a whole, will insure good schools. I want to visit enough to be sure that all things possible to gain this end are provided and all resources used.

▼

## Emphasis on "Helpful"

President RALPH JENKINS
*State Teachers College*
*Danbury, Connecticut*

Much depends on whether the supervision provided is really helpful or not. It is possible that the superintendent who visited one of his teachers twice in five years, visited twice too often. If the type of supervision given leaves the teacher uncomfortable and resentful, the children ultimately suffer.

On the other hand I believe that every superintendent must give himself, or see to it that it is done by some of his assistants, a kind of supervision that is constant, that is constructive rather than destructive, that never finds a fault without at the same time pointing out a good, that may cause a prick but never leaves a barb, that inevitably gives the teacher a lift. A few weeks ago I saw Toscanini direct the N.B.C. Orchestra. The kind of supervision the Maestro gave his players during that concert is the kind of supervision to which teachers are entitled. The greatest boss I ever worked under never directly told me to do or not to do a thing. But somehow he communicated to me an ever present sense of what he expected of me and I just couldn't let him down.

The longer period of pre-service training that teachers are now getting does not imply less in-service supervision but more; more that is on the creative, not the vegetative level.

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## Superintendent as Friend

Supt. FRANK R. PAGE
*Sharon, Massachusetts*

Very decidedly do I believe that a superintendent's chief concern is for the educational progress of the boys and girls in his charge. I believe that both pupils and teachers should look on him as a friend interested in helping them to the extent of his ability.

In a small system like ours we have no stated teachers meetings; only when there seems need do I get the teachers together. I manage to look into each room almost daily.

Teachers know they are free to come to me at any time for help. Almost every day I talk informally with a teacher or two, at recess, at the noon hour, or after school.

Friendliness and the resulting cooperation, not only with teachers and principals, but with pupils too is the essential basis for growth and progress which in turn are the very corner stones of education.

**"Fifty years ago the student was told to stick with a problem until he got it. Today he is told to try all the problems and get what he can."**
**—Horace Poyner, Phillips Academy, Andover**

# If I Were King

ESTELLE L. POPHAM
*Head of Commercial Department*
*Central College*
*Fayette, Missouri*

. . . or perchance a School Administrator . . . what then should I do about Commercial Studies?

LIKE Francois Villon and countless others before and since his day, I know too what I would do "if I were king" or, paraphrasing, "if I were my own superintendent or principal." Of course, I realize that I would find difficulty with problems which look soluble from this side of the desk, but eight years as a commercial teacher in small and medium-sized high schools have made me articulate on several points.

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If I were employing a commercial teacher, I would try to get my money's worth for my own employers, the tax-payers of the community. I would hire a person who not only had enough "hours" to his credit to teach the commercial subjects offered in our curriculum and do the job reasonably well, but I would hire a specialist, one whose training included in addition to seven and one-half hours (or what have you?) of college credit in the subject to be taught, adequate training in commercial curriculum construction. I would not proceed as my first superintendent and school board did. They decided to offer the commercial courses of shorthand, typewriting, and bookkeeping in the high school and then employed the teacher. Their method of determining the content of the commercial curriculum was simple; they would "put in" commerce as a substitute for business college training, so, of course, these were the three basic subjects. No one questioned their offerings, certainly not the newly-employed teacher whose job was "not to reason why" but to teach shorthand, typewriting, and bookkeeping.,

No, if I were the superintendent, I would want my money's worth. I would employ the teacher first, then let him make a community survey to determine what commercial courses were needed. The survey would show:

1. The number and types of positions available in the local community
2. The training required of persons holding the positions in that town, some analysis of the duties of each type of commercial worker, the turnover in each group annually, the average age of employees, the minimum age at which employers will accept applicants, wage scales, and the like
3. The migration of high school graduates to larger centers for employment, considering the proximity to larger cities
4. The business equipment in use in the local community.

This information should be supplemented with a fifth consideration:

5. A five-year follow-up of local high school graduates to determine what fields they have entered, the percentage who work, the percentage who go to college and technical schools, the average work period for the girl graduate before marriage.

Only after my commercial teacher had conducted these investigations and had presented them to me together with data regarding comparable towns would I be willing to discuss the curriculum. I would know whether there would be positions for stenographers I proposed to train. I would find out whether graduates actually became stenographers or over-the-counter sellers. I would know whether bookkeepers needed machine training before entering local positions. I would learn whether there were more Remington, Royal or Underwood typewriters in the offices in my town before I bought equipment. I would expect that commercial teacher to become keenly aware of local commercial demands.

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In case the commercial department was already established, I would require a survey of local business conditions every five years. This information plus a follow-up of all commercial graduates would constitute the basis for critical evaluation of departmental offerings at all times. It would serve as vocational guidance information for our students. By having the commercial students collect the data, I would be acquainting them with our town's business and businessmen. This survey would also acquaint our businessmen with our commercial department.

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Of course, this program would tax the energy of the commercial teacher, but he would develop into something more than a classroom automaton. I might not follow his suggestion *in toto*, but I would ask, not tell, him each year what courses he proposed to offer. I would expect to get value received for that teacher's services.

If I were an administrator, I

would set up a work experience requirement for my commercial teacher as soon after he entered his position as possible. If he came to my school direct from college without having fulfilled this requirement, I would request that he work in a commercial position during his first vacation. No amount of training can supplant the gain from meeting face to face the actual problems which his trainees will face. If the administrator would suggest office employment as a solution to the problem of what to do during the long vacation, the teacher would cooperate. He can work during a part of the three months' interim between terms and still have as much vacation as other workers. Can he find a position? Personally, I believe he can if he feels that this experience is part of his professional equipment, that it really matters to the administration that he work. He may not make expenses during the work period, but he will not be paying the tuition that a summer school would cost.

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If I were an administrator, I should try to coordinate the work in my school to prevent duplication in teaching. I would call representatives from the departments of home economics, business arithmetic, social science, bookkeeping, and junior and senior business training together and say, "Now I realize that budgeting is popular, that it is included in all of your textbooks, that all of you are quite capable of teaching it, but after about the sixth exposure, John and Sally are going to find budgeting a pretty old story." I would try to determine the course in which this material can be most effectively taught, and I would have it taught there and nowhere else. I would expect my teachers to assume the attitude that their subject fields are broad enough that if they are relieved of re-hashing one unit, they can substitute from the wealth of material available something that needs teaching for the first time.

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Other examples of over-lapping can be cited. Another "no-man's land" on the educational map is the currently fashionable consumer education which is flooding the professional and popular magazines. Is this a subject to be taught as chemistry, as home economics, as social science, or as commerce? I would as an administrator feel it my duty to study rather extensively the claims of each department for the right to teach this material. Then, realizing that consumer education is not even confined to the school alone but that it extends into all daily contacts, I would try to understand the school's responsibility in this training program. I would see that the school can act as a coordinator of consumer information. I would again call a peace parley of the departmental champions and say, "You as chemistry teacher can help consumers with their purchasing by analyzing products commonly used. You as home economics teacher can assist by training in buymanship of specific commodities. As a commercial teacher, you may not know fabrics and foods and may not be qualified to teach some of the materials which are appearing in the commercial textbooks. However, with your economic background you are qualified better than any other available candidate to teach the buying of services—topics such as life insurance, consumer credit, installment buying, and investments. Outline your courses, submit them with those of the other teachers, and let us avoid the waste which is found today by the constant duplication of subject matter. Consumer education is too big for one department alone—even too big for the school without outside help—but by working together we can contribute to the general development of intelligent consumers."

If I were an administrator, I would try to provide adequate library facilities for the commercial department. Realizing that 85 per cent of failures to succeed in business positions are due to personality deficiencies, rather than inability to perform the skilled work required, I would expect my commercial teachers to recommend for library purchase the best of the publications dealing with applied psychology, business etiquette, business behavior, applications and interviews, business opportunities, and vocational guidance. If practicable, I would arrange to have some of these books available in commercial rooms so that the students could see them daily and become acquainted with them. The amazing growth of this type of writing attests to the demand for such information. I would feel that I could judge my commercial teacher by whether or not he keeps up with these new books.

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If I were an administrator, I would reconsider the phrase, "The Americans are economically illiterate," and realize the *necessity for general business training for all in those business activities in which everyone engages.* I would recognize that the scope of commercial education is vastly greater than that of yesterday's narrow vocational objective.

Obviously, if I were the administrator, I would expect more of the commercial teacher than the average principal today expects. I would hope for more constructive work outside the actual classroom. On my part, I would try to relieve him of some of his teaching load so that he would perhaps have time to see the woods and not just the trees. And, finally, by expecting him to take more responsibility for his part in educational planning, I believe I would secure a better brand of commercial teaching than most administrators get today.

# Shall the Student Call the Tune?

BY A COLLEGE PROFESSOR

*A faculty viewpoint on the growing practice of asking undergraduates to rate courses and instructors*

EITHER the memory of an old proverb to the effect that he who pays the piper can call the tune, or an influence from the "progressive" school which demands that the pupil be pleased, may account for the growth of an unfortunate tendency on the part of college administrators to consult the undergraduates concerning the value of courses in the curriculum, and of the teachers who give these courses. Many years ago a distinguished philosopher on the faculty of a western university suggested that the institution adopt as its motto "We aim to please," and carve the sentence over the door of the new library building; in the intervening years this attitude has spread until in more than one college questionnaires have been circulated by the administration among the students, asking for definite information concerning their reaction to courses and instructors, upon which the administration could base its own judgment concerning the value of teacher, method, and the material offered. Had I, as a student, been asked officially by University Hall what I thought of the courses of Professor Kittredge, Professor Wendell, Professor Neilson, Professor Santayana, or Professor Palmer, I should have thought the questioner crazy, had he been President Eliot himself; but the student of the present day has no doubts about the wisdom of the questioner in coming directly to the main authority.

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It is true that in studying the answers to its questions, the administration usually discounts the replies of those students who are not doing well in the courses upon which they comment; D's and E's are eliminated from the survey, as are students who may, for one reason or another, be known to have a grudge against the instructor. The opinion of the best students is sought, and though their judgment may be fair, their perspective is hardly reliable. If the opinion of students *must* be sought, more than casually, it would be better to take the maturer view of graduates of several years' standing: to take that of undergraduates—even of Seniors on the point of graduating—is to get a picture of a course not always accurate. We can all remember studies which we did not "like" at the time, but which later experience has shown to be very valuable; we can all look back on teachers whose methods made them unpopular, but who taught us very effectively—and who appear even agreeable as we recall them through a softening distance of time.

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It is also true that from such information as these questionnaires make available, the teachers can get instructive sidelights on mannerisms of which perhaps they were ignorant. They may learn that they have been asking too much (or too little) work from their students; that they talk over (or under) the heads of their classes; that they are hard to understand. It is obvious that the students' comments should not be on public view; that only the teacher concerned should have access to the remarks of pupils (whose anonymity is usually safely guarded). If he is really concerned about student opinion, and if he feels that the administration will not be prejudiced against him by it, the teacher may learn something of value; but this will chiefly apply to the young and inexperienced teacher—the old are set in their ways, and call the tune they have always called; the tune they think best to call.

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One unfortunate aspect of this procedure is that the students, if they are aware of what is going on, will naturally get an exaggerated idea of their importance; they will feel that they can make or break a teacher—and perhaps the teachers will feel that they have to cater to the students, under the mistaken impression that such conduct will add to their popularity. It is a lamentable tendency of certain administrators to guage value by popularity—to consider the teacher who attracts numbers as superior to the one who gives small courses. And this, despite the pride with which the catalog announces a large proportion of faculty to students, with the implication that the average class is small, and the instruction consequently better. The American Association University Professors has recently gone on record as deploring the practice of relating a teacher's salary with the size of his classes. One who lectures to an audience of three hundred may not be a better teacher than one who conducts a class of ten; but he makes a bigger splash in the academic puddle, and is viewed by the administration as a "most valuable member of the staff." Whether he is more likely to get his students to use their brains does not enter into the picture; he has the "mass appeal" which counts in the American scale

of values. Our fondness for superlatives indicates our preference for quantity rather than for quality—"most" makes more of an impression than "best," if we cannot have both. The administration is not averse to reducing the "cost per student"—a reduction obvious in large classes. But of course the smallness of a course is not, in itself, proof of good teaching.

Most administrative officers recognize that one can hardly expect the course in Anglo-Saxon to be as large as the survey of nineteenth-century literature; and some administrators pay attention to the size of courses as influenced by faculty legislation—for those which are prescribed are naturally larger than those which can be elected. Attempts to galvanize a course by legislation are not unknown; and the tendency to guage value by numbers leads certain departments to support an educational programme which will attract students to them, with little attention to the benefit which the individual may gain; to prescribe courses with the assumption that being herded into a class means so much culture gained automatically, forgetting that perhaps the student's judgment will be biased by his dismay at being forced to take something he did not wish. Often a teacher of a prescribed course suffers for sins not his own.

Dangerous as it may be to base one's opinion of the value of a course or an instructor upon the students' comments, what other means has the administration of getting information concerning the value of the faculty's work? One college president recently complained that his faculty made out their examination-papers (which remain on view in the college library for the benefit of undergraduates) rather to impress their colleagues than to test their students. The examination-papers may give an idea of the subject-matter and method of a course, as does the outline of material covered and the description of method which are frequently filed by the teacher in the administrative offices. It is easy to judge a course "on paper," but can one get a sound idea of the reality by studying such outlines? Visits to courses, unless frequent, and made by competent observers, are of doubtful value; and when they are made, the administration has to assume that the visitor will be fair and without prejudice. Unfortunate indeed is the college where a spirit of rivalry and jealousy is rampant; where the younger teachers are "jittery" in the presence of their older colleagues, and the faculty in the presence of the administrator! The president is often the arbiter of their fortunes; he determines their salaries, according to his judgment of their worth—in (let us hope) very few places, according to the warmth of his friendship. It is sad when the relation of employer and employed enters into the association of president with faculty, or of older with younger members. A college president once said (jocosely) that if the promotion of members of the faculty depended on their colleagues, no one would ever be promoted; and that particular faculty could only hope that his judgment was better than that of their associates.

It may be noted that where there are student Curriculum Committees both administration and members of the faculty can get much helpful comment—in the main just—on the quality of instruction offered. As these committees work with the faculty to improve things, there is no friction; in few cases are the students members of the courses which may be criticized, and rarely does the personal element enter the discussions. It is, of course, impossible to prevent students from talking about their courses, and it would not be desirable to do so, if it were possible; the more the students talk about their work, the more vital it is. And in general the administration discounts such "back stairs gossip" as may come to its ears, or casual remarks made with no conscious critical aim. Sometimes the college paper prints an annual "guide to courses" which reflects undergraduate reaction to both teachers and methods: this, too, is not undesirable, for the guide is not official, nor are the reports sponsored by administrative questionnaires. Even the publicity which such publications gives may have a salutary effect on the teachers, who know there is nothing personal in the comments.

If an official questionnaire is not desirable, how is the administration to get a line on the quality of the instruction which the college gives? It may ask faculty cooperation, and the members of the faculty may ask the cooperation of the students in their courses, who would surely meet the teachers in a spirit of helpfulness rather than criticism, when both work for the common good. There have been cases where the teachers have asked for such helpful comments on the examination-papers with a resulting mutual benefit. An official request for comments may result in a feeling that adverse criticism is desired, and students who have no fault to find think themselves obliged to object to something. This is not likely when informal remarks are asked for.

To trust the students' judgment solely is hardly an indication of democracy, as the teachers are not the "rulers" of the undergraduates, and should never be so regarded. A mayor, a governor, or a president may be rejected by the voters; but the undergraduates are hardly a constituency in this sense. Some people feel that judges should be above the electorate, in order to insur impartiality in their decisions; surely the teacher should be independent of his classes. Many might fin

Mr. X dull, but who can say that none find him inspiring? If a teacher "puts on a show," is his instruction superior to that of an instructor who demands that his students bear their part in the course, and who may be more interested in making his students think than in producing an eloquent lecture to which they may listen enthralled? The development of memory may be an important part of the educative process, but it is not, after all, the chief aim of education.

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A good president is neither a dictator nor an "efficiency expert," who demands immediate results—or who thinks computable results from teaching possible. He must be broad-minded enough to stand opposition, and tolerant enough not to discipline any member of the faculty for disagreeing with him. Calling his teachers his colleagues, he must make them real associates with him—at least in educational discussions—and he must not seem to threaten them with the power he clearly could use. If he has had any experience with teaching, he knows that the most popular is not always the best teacher, and he knows that the harvest is not always garnered in one place or at one time—that the results of academic sowing are never fully reaped. If he has been president for any length of time, the faculty is largely his own creation; and if he has been unfortunate in his appointments, he will have to take the blame. He is in an unhappy position if his staff teaches with one ear on the ground and one in the presidential office; and he should trust his faculty to do their best, with no thought of the rivalry of colleagues or popularity among the students. If a word of suggestion or reproof is needed, it should be given as tactfully as the word of commendation, which should not be spared; but neither blame nor praise should be based entirely on the undergraduates' comments on a course. The teacher who is remembered by his old students is likely to be a vital one; he who is well thought-of by his colleagues is usually a sound one, and he who gets on well with his associates is a treasure who is probably appreciated by the students as well, no matter how many or how few take his courses.

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If it is the president who pays the piper, he may have the right to call the tune; but he should not try to tell the orchestra how to play it. If the trustees pay the piper, *they* can call the tune; but the president, as leader of the orchestra, will probably insist on his right to give his own interpretation of the music. The analogy, however, stops here, for the orchestra not only plays the tune, but helps compose it; and surely the composer has a right to suggest an interpretation to the conductor. If the audience (students and parents) don't like the music, they can go to another concert-hall; and if the box-office also makes out the programmes, it can get rid of orchestra and leader—but a sound management will give the public good music (which may at first appeal to a limited group), knowing that in the end people will be attracted to the best, if they have any musical sense at all. And those who have none will go to a prize fight rather than to a concert, and find themselves satisfied.

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# A Teacher's Prayer

CATHERINE E. GILES
*Western Junior High School*
*Somerville, Massachusetts*

Tender are the little rootlets,
That within my garden grow.
There are weeds among the flowers,
Many weeds, as I well know.

But I hesitate to pull them,
To destroy a single shoot,
Lest my heavy, blundering, fingers
Spoil a tender blossom's root.

Oh! how often we have blundered,
In the garden of the heart;
Mistaken flowers for useless weeds,
Before blossoms had a start.

And Oh! if I've so trespassed,
There is just one prayer I make:
Let there be abundant blossoms,
To atone for my mistake.

# But Are the Schools Defeated?

Russell V. Burkhard
*Principal, Frank A. Day School*
*Newtonville, Massachusetts*

"THE Defeat of the Schools" by James L. Mursell in Atlantic, March, 1939 seems to have gotten its purge spirit from the times. The author thoroughly cleans house when he says "our schools go through an elaborate, costly and exasperating set of motions called teaching natural science, foreign languages, English and so forth". . . . In the grand struggle to get subject matter off the page and into the head, the schools are suffering a spectacular and most disconcerting defeat. There are many indisputable situations to which Professor Mursell refers. For instance, he rightly expects an outcome of mathematics to produce enough power so that a pupil can meet and disentangle a problem written in terms parallel to his mastery at that point. Such achievement is not being accomplished, says the author, for the pupil cannot apply what he has learned.

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In chemistry and physics Dr. Mursell claims that failure is most evident in the learning of techniques and principles of analysis. Unrelated facts have been accumulated by the pupil, but no thinking power has been developed to coordinate functioning laws and apply them to practical problems.

That the High School student is for the most part a weak reader with scarcely any improvement over his skill of the 6th grade, is also bluntly stated by the author. Nor does the teaching of English produce any power of expression in the written word. Vocabularies and sentence structure suffer visibly.

So with Latin. So with Social Studies and history, according to the author. "Learn Latin as it should be learned, and it will help you with other languages. . . . Acquire a real grasp of mathematical thinking and it will not fail you when you tackle physics."

"Why should the schools meet with such defeat?" inquires the author. We are trying to sell pupils "an unsalable bill of goods." "The pattern of the basic curriculum is extraordinarily rigid and has never been reconstructed from the ground up, except in a few *favored* institutions." Professor Mursell further states that our material is not mastered "because of its intrinsic and manifest appeal, but under some kind of duress." Teaching is a superimposed, artificial situation, and hence goes against the natural processes of learning, he adds.

After such a knock down and drag out, the author tells his readers that the path to success is not an easy one, that it calls for "much revision of conventional procedures." But he doesn't tell us specifically what to do with the corpse.

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Professor Mursell writes that experimental schools point the way to real achievement and states that they produce "better subject matter learning." He urges us to carry these points on further and says that then we need not accept defeat.

A considerable amount of Mursell's thesis is right, as previously conceded, but more is being accomplished than he has indicated. Much time *is* being given over to living values in our schools today. Furthermore, many educators, not necessarily the favored few, critical of shortcomings, have already taken things into their own hands and are producing results. Right and left they have flexed the curriculum so that it has meaning and power for the life pupils are actually living now.

There might have been a constructive reference to the new social responsibility that is developing among our pupils today. Taking most all the children of most all the people carries with it other implications not mentioned. As a matter of fact, Algebra, the foreign languages, English grammar, physics and chemistry are not offered to large groups in our schools because for them they have no practical value at least until they demonstrate an interest and capacity to handle these subjects.

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Our schools *are* doing heroic and successful teaching with that numerous, slower 50% so called. Might not Professor Mursell have graciously referred to this item? Of course, we are making mistakes and plenty of them, but in the main we are reasonably intelligent and reasonably honest. His inference seems to be that educational enlightenment and flexibility are the sacred possession of only a few "experimental centers."

With the faster moving pupils I dare say that his references to certain studies (Carnegie Foundation data on the Pennsylvania Colleges) verify the questionable values that obtain. That we do need a more reorganized, flexible, life like curriculum for all is not to be denied. But that situation reflects in part a superimposed pressure from the colleges and affects the groups, in particular, which seek higher levels of learning. Edu

cators would supplant and are supplanting much of the formal requirements in this area with consumer education, with discriminating techniques in the use of radio, movies, periodicals, papers and books, with unsolved community betterment problems, with personality development, and above all with solid work habits. The fact remains that there is much more educational awareness to vital, social environment than Mursell seems to convey to his readers.

No achievement test has yet been devised that measures adequately those good, stable, social qualities and responsibilities that go into the make-up of what we like to call the personalities of our solid citizens.

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A recent incident came to the writer's attention. About nine hundred junior high school pupils had gathered in a New York assembly hall waiting for a 9 A.M. meeting to lead off with a junior high school band program.

The chairman of the meeting saw the clock pass to 9:15. One of the buses carrying half the band was unavoidably missing. Obviously disturbed, he came before the audience, telling them that he would ask the first bus load to fill in till the others arrived. In the most natural, unassuming manner half a dozen youngsters stepped into their places, scattered about the stage and "took over." Others, as they finished rearranging uniforms and tuning instruments, also filtered into their stage places and joined in wherever they could. The youngsters knew the effect wasn't up to their absent instructor's standard, but they had a sense of responsibility. The show must go on, and it did.

No finer tribute could have been paid the worthwhileness of the junior high school program than was there exhibited.

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The writer has not the slightest idea of their academic skills or their lacks. But in modesty, in helpfulness and courtesy, they scored far over "the norms."

This is not an isolated case by any means—good, solid social values are evident day in and day out, along the lines of plain decency, if nothing else. While such a procedure goes on, it might be well to add that the schools may be down, but certainly they are *not* defeated. When the taxpaying public realizes that the tax dollar going into public education buys honest values—then education will make another constructive step ahead.

# Missing Money

C. Leo Montibello
*Brockton, Massachusetts*

## ANOTHER MARY MARTIN STORY

MARY Martin didn't lose her wits, although she was definitely disturbed by the information. She couldn't believe that Walter Mannion had stolen fifty cents. That's a very serious charge to make, and, although Walter came from a poor section of town, living alone with his ailing mother, Mary couldn't quite believe that he had deliberately taken another's money, much as it was needed.

Mary Martin, teacher at the North Carson rural school, might not have heard the story, had it not come to her at Mr. Groton's instigation. Mr. Groton, an impressive figure of a man, was an impulsive person, eager to believe what he wanted to believe. His variety store was a shopping center for children. Naturally he was interested in them. But his interest often trescended the proper bounds. He liked to leap to conclusions. Therefore, when his son, William, told him that his birthday gift, a half dollar piece, had disappeared from his desk, Mr. Groton did some tall thinking. By a process of elimination, he boiled matters down to a solitary individual, one Walter Mannion.

"He's the one, William," he told his son. "Didn't I just hear how sick his mother is, and how she told Dr. Harkins how she didn't have a cent in the house, not even enough to buy the medicine he had prescribed!"

The idea hadn't been William's. He had been forced into it by his father.

"You tell that Miss Martin that if she doesn't get that money back for you mighty quick, I'll have her fired."

So, on the following morning, William Groton sheepishly approached Miss Martin, his teacher.

"Yesterday was my birthday," he hemmed. "My father gave me fifty cents as a present. And now that present's gone."

"I am sorry to hear you lost it," sympathized Mary Martin.

"But I didn't lose it," stammered William. "The money—it was stolen."

"Stolen?" echoed Mary. "That's impossible. We have no thieves here."

"It—it must have been taken by—well, you know how it is."

"I think I do," nodded Mary Martin.

Whereupon, as soon as the opportunity offered itself, she interviewed Mr. Groton.

"Your son reluctantly told me a surprising story, this morning," she said.

"The story is true. Fifty cents was stolen from his desk during yesterday morning's recess. I work hard for my money, Miss Martin. I earn it. I don't steal it."

"Neither do I," replied the teacher.

"I'm not a c c u s i n g you," snapped Mr. Groton. "I'm accusing Walter Mannion."

"The boy whose mother is so very sick?" said Mary Martin.

"It is the boy who interests me," said Mr. Groton. "If he steals now, what will he do when he grows up? It's a bad start."

"Therefore, I suggest that you think twice, before setting the rumor into circulation," said Mary Martin.

"Me, to me you are giving advice!" snorted Mr. Groton.

"I am thinking of the boy. I happen to know him. I am sure that he did not take the money. It probably got lost. Such things do happen, you know."

"But not to my William. He don't lose money. Not him."

"What do you recommend?" softly asked Miss Martin.

"I don't want the money back. I just want the boy to be honest about it. Have him admit he stole it. Let him apologize to my William."

"And if I refuse?"

"I shall speak to Mrs. Barrows."

"Perhaps, then," said Mary Martin, "you should see Mrs. Barrows."

Mrs. Barrows herself had a son enrolled at the school. In fact, Mickey Barrows had been somewhat of a problem himself, until he and Johnny Lesters squared off, settling their differences and smoothing the problem.

▼

"I regret to say that the Walter Mannion affair is being buzzed about throughout the town," said Mrs. Barrows. "I am afraid that Mr. Groton won't be satisfied with anything less than your dismissal. He insists that you are shielding that boy."

"Why shouldn't I? He hasn't done anything. This afternoon, he came to me in tears, begged me to keep the story from his mother, insisted that he hadn't seen William Groton's half dollar. And Dr. Harkins supports his story."

"I know," nodded Mrs. Barrows. "The doctor says the boy earned the money for his mother's medicine by running a few errands and chopping some wood for him. And, for the life of me, I can't picture Dr. Harkins' lying for anyone."

"I feel the same way about the boy," said Mary Martin. "Did the coin have any distinguishing characteristics to identify it?"

"Mr. Groton won't say. But his son, William, says that it had a big dent in it."

"What does the druggist say?" asked Mary Martin.

"I saw him," confessed Mrs. Barrows. "But it seems that neither he nor anyone else in his store has noticed such a coin. So much change passes through his hands, that one coin is much like another."

Mary Martin's brow crinkled. Then, snapping her fingers, she looked up, the light of discovery in her eyes. "I believe that coin slipped through a crack in the schoolhouse floor."

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"But the idea is absurd," argued Mr. Groton. "You want that I should crawl under the schoolhouse?"

"Yes," nodded Mary Martin. "That is the only way to settle the argument. You have made a serious charge. The boy insists he earned the money. Dr. Harkins supports his story. I agree with them. I say that the money dropped, rolled through one of the cracks in the classroom floor, and that you'll find it under the school. What do you say?"

Mr. Groton looked helplessly at Mrs. Barrows for comfort. But that lady had none to spare.

"All right," he finally yielded. "But I don't see why one of the boys couldn't crawl under there instead."

"Because," said Mary Martin, "because it's a man's job."

An anxious knot of citizens, Walter Mannion, Mickey Barrows, Johnny Lesters, Dr. Jed Harkins, Mary Martin, and Mrs. Barrows among them, were waiting, while Mr. Groton pursued his search. The electric intensity of the group grew, as Mr. Groton shook himself back through the opening.

"It was there," he admitted, no reluctance in his voice. "I was wrong."

Cheers broke loose.

"You're the first man I've ever known to go to all that trouble to prove himself wrong," said Dr. Harkins, clapping Mr. Groton warmly on the back. "It takes a mighty big man to do that."

At a nod from Mary Martin, Mrs. Barrows stepped forward, inviting Mr. Groton and all assembled citizens and their friends to attend a special meeting at the School, to organize the North Carson Parent-Teacher Association.

The response to the invitation was encouraging.

Mary Martin opened the meeting, briefly summarizing the aims of the organization.

"Many problems beyond the means of the school board face our district," she said. "Some of you are carpenters, others masons, and still others painters of proven ability. You all have talents and training that may be put to use for the good of your children. Mrs. Barrows, I believe, can amplify."

Mrs. Barrows was followed by old Doc Harkins.

"What Miss Martin and Mrs. Barrows have said is true," he began. "We have been shirking our duties. We should repair school property. If the old floor of the North Carson School had

been warped and sprung apart because of our neglect and lack of interest, we might have avoided a little unpleasantness. Again, we can help in other ways. There's Mrs. Mannion, sick abed. Her house needs care. Why can't the women folk of North Carson take turns in keeping it as tidy and neat as Mrs. Mannion always had it? And there are other families that need our friendship and help. School grounds need to be smoothed down. The lighting defects don't do our youngsters' sight any good. Mothers and fathers, and all other friends of children, we can do a heap sight of good for the boys and girls of North Carson. Let's set the fashion. Let North Carson make history in this respect. Better schools make better people!"

Thus, with that as their slogan, and with Mr. Groton as their first president, members of the North Groton Parent-Teacher Association went into action. All pitched in. But Mr. Groton became the strongest rooter.

"Yes," he would say, with meaning, "better schools do make better people."

# History Begins at Home

CHARLES W. HEATHCOTE
*Department of Social Studies*
*State Teachers College*
*West Chester, Pennsylvania*

The writer in quest of historic sites, found inhabitants amazingly ignorant of past events

DURING the past several weeks I went to three different states in order to do historical research work. In these states I had several interesting experiences. In one state I sought the birth place of a signer of the Declaration of Independence. My trip took me to back roads quite removed from traffic and activities. I met an individual who lived in that community for many years and from whom I inquired as to the location of the birthplace of the signer of the Declaration of Independence. The reply was negative. I proceeded about a quarter of a mile along the road when I came to a school which bore the name of the signer. Upon further inquiry I found the location of the house was on the adjoining land of the person of whom I had first inquired. I inquired further concerning the education of the individual of whom I had first inquired and I found this person had attended high school for two years.

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In the second state I sought the family burying ground, located on a farm, in which a great leader in state and national affairs was interred. This old farm was likewise far removed from the highway. I knew the name of the farm was changed many times in its long history, a careful search of the records in the court house gave me the exact location upon the map, but when I came into the vicinity many local roads which were not marked on the map, led to confusion as to the correct one which led to the farm. At one place I asked a person the direction to the farm. He replied he did not know, and he had never heard of the individual mentioned. Later I found I selected by chance the correct back road;—and upon further inquiry I found that the person from whom I had inquired had gone to school to the eighth grade and in that grade the work of this great leader was studied. Yet he knew nothing about him.

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In the third state I inquired of a young person for the exact location of the house of a celebrated general of the War of 1812. This house was located near a large town but its exact position I did not know. The young person from whom I inquired did not know, in fact, the positive statement was made that I was mistaken. Perhaps I had come to this town by mistake. I did not deny the positiveness of the statement, because I know I had the correct information but must inquire elsewhere. However I ventured to ask this positive young person, if he was born in this community and also if he was a graduate of the local high school. The answer was in the affirmative and the additional statement made that he was a graduate of college. I thanked the young person, and went on my way. I met another young person to whom I directed the same inquiry. This person knew and directed me to the house I sought. I asked this person if he was a graduate of the local high school. The answer was likewise affirmative, and he was also a junior in college. This young person asked me if I was interested in local history and receiving an affirmative answer, replied that he, too, was interested.

In view of these statements, it seems, therefore, that local history should be stressed in our schools from the first to twelfth grades inclusive. If pupils are taught the interest and importance of local history it is natural to assume their interests will be broadened and deepened in state and national history. Local history may and should be taught as a cross section of state and national history. Very frequently the history of a community is closely correlated with the nation's

history, in fact, examples could be multiplied where local history constitutes national history.

The teacher may interest the pupils directly in local history by pilgrimages and visits to the various places of interest. The pupils will take a larger interest in the study of history when they may experience something of what really took place and they can grasp the signficance of the event. In many instances schools have the good fortune of having a well written reliable history of the county in which they live which will help them to understand the problems and conditions involved. furthermore if that book is prepared as a text for the schools and written in language the pupils can understand, the study of local history is truly facilitated. Again if the teacher organizes a local history club then the pupils may participate directly in becoming acquainted with and really know their own community. County historical societies aid in preserving shrines and marking particular places which is indeed important, but these projects are removed from the immediate interests of the pupils. However a local history club of the school itself will supplement the important work of the county historical society and the children will have an intelligent and quickened interest in the history of their own community.

# Jonathana Swift Attends a Convention

. . . . A SATIRE

Effie A. Hult
*Teacher of English, Irving Junior High School*
*Lincoln, Nebraska*

**1. There is a growing wave of resentment among a large group of teachers against paying their hard earned dollars to a speaker who comes without a message.**

**2. Has the graying teacher no place under the sun? Can a young teacher be eulogized only by disparaging the old?**

THE big convention is moving right on time. A ghastly whistle, a dying shriek, and a crackling of fireworks subside into the impertinent croaking of a frog pool before the mike is properly tuned up. "You may want to hear me again," the voice of the pompous speaker at last emerges distinctly. "I speak again this afternoon at two o'clock and again at three o'clock. The place where I speak you must inform yourself of by studying your program."

After such an introduction Jonathana Swift indeed checks over her bulletin to make doubly sure that she doesn't accidentally run in on him. With a mean tug she settles her hat in its place.

Perhaps it was, after all, just another of those unfortunate introductions, Jonathana generously excuses him, and so she again turns her full attention upon the speaker. With his right hand the speaker is now making a gesture, and, as he does so, he loses his place in the manuscript. He stammers, backs up, changes tactics, and with a forward rush of oratory crashes over a semicolon as well as a period or two. To cover his confusion he relates a humorous story, but before doing so he painstakingly turns it inside out fearful lest his audience might miss the most obvious of points. Jonathana knows that this story will go over big, for it has stood the test of a score of state conventions. Patient kindly souls that listen! As usual they respond with a host-like laugh in exactly the right place. Stranger is, indeed as Homer says, a holy name.

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Being none too familiar with his text, the speaker is unable to deliver it in a convincing way. Consequently, in an attempt to cover his shortages he resorts to the bombastic oratory of a quarter of a century ago, punctuating his speech with "If you please—" "Let us skip over—" "Listen, my good friends—"

Finally the poorly organized material seemingly appalls the speaker himself. Vainly he attempts to correct it with some extemporaneous asides, and, as he does so, his tones like the Rip Van Winkle ten pins that go cascading down the mountain side, end in the stuttering and stammering of an unprepared school boy.

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Then there is that young teacher that he eulogizes, that dear young teacher without one day of experience, that jerked him from the seat of the mediocre and put him in the seat of the exalted that he now occupies. His position is exalted, Jonathana grimly agrees, but the fact remains that the sweet young thing did little for his mediocre intelligence.

Jonathana, having been one herself, knows more about the sweet young teacher than does the speaker. Because of her own experience she has many a time

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given the young teacher a helping hand. There is no bone of contention between them.

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The speaker now has reached that part of his speech where through humorous stories he disparages the graying teacher. By contrast, youth, inexperience, and little thought for the morrow are camouflaged into a happy rainbow.

Why is experience so discredited? ponders Jonathana. Law, order, discipline—do the boys and the girls in our public schools object to it? Nail it as a lie! There is nothing that wearies them more than lax discipline. For a short period "putting it over" on the teacher is fun, and though they may persist in keeping it up, even the poorest citizens in the school room find this laxness disgusting.

Jonathana Swift attempts to apply to the speaker the psychology that she has learned in the school of life. What lies behind his complex against the experienced teacher with graying hairs? What part has strong woman played in the life of this man and is she playing now? Was there a strong-minded mother who dominated him in his early life? Was there a school teacher who revealed to his his identity? Is there a strong minded wife, a wife who understands him better than he understands himself, that he should very much like to swap for a sweet young thing?

The speaker has no philosophy, no message, no new idea of any kind to give to his audience. His emotions and a few stock phrases are all that he has to offer.

By this time he has fulfilled his part of the contract according to the clock, and the chairman of the big convention is again before the mike.

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The next speaker on the program turns out to be an autobiographer. To prove that marvelous things have been brought about in this "changing world of ours," he gives a biography of himself. With a sob in his throat he relates how as a boy he all but froze his hands shucking pumpkins; how he walked through snow leaving bigger tracks than any boy of his time ever made; and how he worked out a couple of arithmetic problems all by himself before a warm fire when the mercury on the side porch dropped to sixteen degrees below zero. An unusual boyhood that laid the cornerstone of his exalted position today.

To convince his audience of his greatness he relates how only yesterday across the solid mahogany desk in an office lined with gold he held parley with a multimillionaire. In a jocular manner he assures his audience that it was, to be sure, his first and only experience with a multimillionaire. At

the same time it is subtly suggested that though the multimillionaire is indeed rare in his life, the plain millionaire, on the other hand, is as common as cabbages in a farmer's garden.

In his travels up and down and in and around this great land of ours he sups with dear So and So and bandies words with judges, kings, and what-not. Then with a last gulping sob he begs to leave a last thought with his beloved audience, and he repeats a bit of sentimental verse that has little relation to anything hitherto said.

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Then is the last speaker of the morning introduced. He proves to be the rare one, the jewel among all the gross ore found in that whole convention. He has a message—it doesn't matter whether it is given verbatim or whether it is read—it is the MESSAGE that counts. It may even be an autobiography — a biography, however, that doesn't extol the speaker. In a few humorous sketches and with some light deft strokes the audience is led to see his development from his own sweet young helpless stage to that of the experienced teacher who is still groping and searching for a better understanding of the multiple problems of life. There is a challenge—a challenge that tingles the minds of the small audience that is now left in the big convention hall.

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Jonathana Swift shoves her program and glasses into her bulky handbag, pulls tight the mangy fur collar round her throat, and with head high hurries away.

"Glad I came," she is saying to herself. "It has been a good convention—a very good convention."

Like the old prospector she knows that one diamond to the hillside is rich findings.

# *All in the Day's Work*

Everett V. Perkins
*Principal of Cony High School*
*Augusta, Maine*

## Occupation Day

This has been Occupation Day for Cony High School seniors. The Youth Day which Mayor Frederick G. Payne established several years ago for acquainting students with civic affairs worked so well that we thought we would extend the idea to industry. So today the members of our senior class of 170 boys and girls visited business and professional places here in the city in an attempt to find out more about what they might like to go into as a life work.

Thirty-four different occupations were chosen by the seniors and arrangement was made several days ago for the boys and girls to visit them. The airport attracted the most boys, although coaching, forestry, and journalism each took a goodly number. What was not chosen was as significant as what was. No young man selected the ministry, or cotton manufacturing (our leading industry), or dentistry, or carpentry, or chain stores.

The girls chose for the most part teaching, nursing, and secretarial work. Seven went to learn about beauty culture. Only one selected social service.

We were impressed by the fact that almost all were interested in those fields where they would be employees instead of owners or proprietors. Very few went to retail business concerns. The few boys who chose agriculture visited a large farm owned by a prominent president of a corporation, who of course hires all the farming done.

The project has been commended more highly than anything else we have attempted for a long time. Both the students and the business and professional people were greatly pleased. There is no doubt but that Occupation Day will be an annual event here at Cony. We heartily recommend it to other schools.

## Steering Wheel Not Enough

Another book has come to my desk on guidance. This is the word with which the air is filled around a school system. Guidance,—educational, social, vocational, civic, ethical,—this seems to be about the only function there is now for a school.

I would not belittle in any way the value of guidance. I think, however, that there is a very important something else, which is not receiving enough attention at the present time.

We can't guide anything until it gets started. A steering wheel is useless in an automobile unless there is an engine. There are many boys and girls in our schools who are drowsy and indifferent. These are not primarily in need of guidance. First of all they must be *awakened*.

We must bring to bear upon our students all kinds of influences designed to arouse them from their lethargy. Biographical sketches of men and women of high achievement may be used helpfully in our English classes. Talks and music of an inspirational nature should be provided for assemblies. Civics classes should emphasize our indebtedness to the past and our obligation to perpetuate and improve the ideas and institutions which have come down to us. All kinds of activities aimed to instill a spirit of enthusiasm for good causes should be encouraged.

Let guidance go on undiminished. But along with it let there be more effort to arouse our students from their indifference. Unless we can awaken the boys and girls of our blasé age, we soon shall have little to guide. Guidance and *awakenment* should go hand in hand.

# Building Better Study Habits

CHARLES EDGAR FINCH
*Rochester, New York*

— 8 —

## *Enlarging the Vocabulary*

NO ONE is sure how man got his first words which were probably little more than grunts accompanied by signs. After what may have been a slow start, he certainly made rapid progress. This has continued with the adding of more and more words until we now have in the English language alone some three-quarters of a million words. And we are adding new words all the time. Each new invention like the automobile, the radio, or the airplane increases the list of new words added to our language. Sometimes these new words find their way into the language by a combination of old words, sometimes they are borrowed from other languages, and sometimes they are pure inventions like so many of the familiar trade names. Interesting pupils in finding examples that illustrate word growth is a good way to begin work in vocabulary building.

Another fact about our language is that we use the same word in so many different ways. Take the word "head" as an example. We speak of the head of our government. We have heads and tails on a coin. We have paragraph heads in our books. Automobiles and trains collide head-on, and we select a person to head a procession. When one has a troublesome boil he tries to bring it to a head. Pupils will doubtless remember that they have often been requested to use their heads. Illustrations like this help in leading pupils to sense the fact that meanings of words vary according to the way in which they are used in a sentence. Stressing this point opens the way for a discussion on the importance of always getting the meaning of a word as it is used in a particular sentence or paragraph. If students are to gain in their ability to use words properly they must be made increasingly aware of the importance of being able to distinguish shades in the meaning of words used in sentences to convey ideas. Then they will understand why a word may have more than one meaning, and they will discover how essential it is to use the right word in the right place.

Teachers cannot over-emphasize the fact that printed words are merely black marks on a sheet of paper unless one understands their meaning as used in the particular sentence or paragraph he is reading. Altogether too many students when looking up a word in the dictionary take the first meaning given and never think of trying to make the meaning selected apply to the sentence in which it is used. There is much to commend the plan which requires the student to try to see if he can use a simple word in his vocabulary in place of the new word in the sentence and so get the meaning the author is trying to convey. The habit of getting the meaning from the context whenever this is possible is well worth developing. When this cannot be done the student must of course use a dictionary. He must be taught, however, to select from the dictionary the particular meaning that fits the sentence, that is, that makes sense and gives the sentence meaning.

## Vocabulary Test

1. This test is given in order to find out how well the student can state, in his own words, the meaning of expressions taken from the regular textbook.
2. Ten textbook expressions are used. The answer papers are numbered from one to ten, leaving a space between numbers.
3. The final direction given to the pupils is as follows:
   Referring to the four paragraphs on page—— in your textbook, as often as necessary, explain in your own words the meaning of the following expressions or groups of words as they are used in the paragraphs indicated below:
   1. First paragraph—"necessary precautions"
   2. First paragraph—"member of the community"
   3. First paragraph—"cow to consumer"
   4. Second paragraph—"health officials"
   5. Second paragraph—"too expensive"
   6. Second paragraph—"desirable citizens"
   7. Third paragraph—"breeding place"
   8. Fourth paragraph—"proper receptacles"
   9. Fourth paragraph—"waste paper"
   10. Fourth paragraph—"promptly obeyed"

The answers expected will necessarily vary because a reasonable latitude will be permitted by the teacher who will insist, however, that the meaning given shall be in harmony with the context as this is the underlying idea in the test.

Over 1700 pupils who had just entered junior high school in a large city took this test. The percentage of correct answers, after a liberal allowance for variation in the explanations used, was only 36.5%. The textbook used was particularly well-adapted to the vocabulary needs of seventh grade pupils. The results clearly indicated the need of open-book lessons along vocabulary lines. A marked improvement was shown when a similar test was given to these pupils at the end of the first year in the secondary schools following definite instructions in vocabulary.

Let us next consider some suggestions for practice in vocabulary building because, like all other study suggestions, ample opportunity to apply the instruction given is what counts. These suggestions may be briefly summarized as follows:

1. Learning to use the context in getting the meaning of new words. Open book lessons that provide for practice under the immediate direction of the teacher will prove most helpful in developing this ability. Such lessons will give the teacher an excellent opportunity to locate pupils who need special assistance.
2. Learning to recognize familiar words as parts of longer words.

   This ability should be developed in the elementary grades, but many pupils in the secondary schools do not have it.
3. Learning the meaning and use of common prefixes and suffixes.

   Begin with some of the simple prefixes that students can easily recognize, such as the prefix "in" in the word indescribable which makes it mean not describable. Give ample practice in finding and using various common prefixes and suffixes.
4. Learning to see and understand words in related groups.

   Proper word grouping is quite as essential to clear understanding of what one reads as it is to rapid reading. Students must learn to think words in groups rather than as single words, and to sense their meaning in this group relation. For example, "high cost of living," "member of the community," "steering his course," etc.
5. Learning new words by listening to other people.

   Assembly programs, public addresses, and good radio talks all help along this line. Vocabulary appreciation gained in this way will prove a valuable asset.
6. Using new words that should be made a part of the student's usable vocabulary.

   Encourage students to use new words appropriately, whenever there is an opportunity to do so, in both their oral and their written work. This will prove an excellent way to increase usable vocabulary.
7. Noting new words when reading.

   This would include words that add to one's enjoyment when reading a good story, words that help in a fine description, or words that aid in making a statement or argument more effective.

Helping pupils to keep in mind recently acquired vocabulary is another important way in which teachers can render valuable assistance in vocabulary building. Successful teachers have used the following devices in attaining this result:

1. Encouraging pupils to keep individual vocabulary lists and to refer to them frequently.

   "Refer to them frequently" is the important part of this plan.
2. Having frequent vocabulary drills in which students are required to use newly acquired words in sentences dealing with subject matter similar to that in which the word was originally found.
3. Commending the use of appropriate and desirable new words whether used in the oral or the written work of the students.
4. Having occasional vocabulary tests similar to the one suggested in this article.
5. Making use of vocabulary contests that require the use of new words in the right kind of sentences. Poor or meaningless sentences will not count in the contest.

The importance of a good usable vocabulary and its relation to a successful career are well illustrated by a test made by a large business concern in this country. The men in the home office decided that it was important for them to know whether the ability to understand and use a large vocabulary was one of the reasons for the success of their highest paid employees. Experts in their research department were directed to make a vocabulary test by means of which the desired information could be obtained. The test was something like those used in our best schools, but the words were very much harder and there were a great many more of them. When the results were tabulated it was found that the most successful employees were the ones who stood highest on the vocabulary test.

[ *Next month's article in the series by Mr. Finch will deal with "Socializing the Oral Period"* ]

# Educational Horizons

By Randall R. Penhale
*Principal, Iron River High School, Iron River, Michigan*

ERE this issue reaches your desk, already clogged with various desiderata indicating that the year-end is once again on the horizon, your state legislature undoubtedly will have ended the suspense as to your school's financial set-up for 1939-40. At this writing it appears that we in Michigan may get a 2½ million dollar deficiency appropriation to keep our schools in session at least the required nine months. Reports to state headquarters now show that unless additional aid is granted, 53 districts will close on May 19, 99 on May 26, 71 on June 2, and 100 on June 9, out of a total of 484 districts. How has your state fared? We *do* appreciate your letters. Won't more of you give us your opinions?. . . . Perhaps federal aid will be allotted for the new year.

Newspaper and magazine articles lead us to re-emphasize the need for such aid to be apportioned to the states and expended by them, thus eliminating any possibility of dictatorship by a federal commissioner. If you did not hear Dr. Floyd Reeve's address "The Relation of the Federal Government to Education" as delivered before the North Central Association of Colleges and Secondary Schools, it is printed in the April 1939 number of the Association's "Quarterly."

Finance! Finance! When will this perennial ghost cease hovering so close to school yards? Universities, too, have to contend with it. President Dykstra of the University of Wisconsin makes the point that his university's enrollment has increased 60% in 17 years, yet the current budget is no different from what it was the same number of years ago. . . . If we were guaranteed definite sums each year, educators generally agree they would have more time to devote to consolidation of districts, which in itself is a distinct money-saver. Wyoming needs to attack this problem at once. It still has 16 "one pupil" schools in one county, each student costing the state $700 per annum. This same county has 61 schools with two students each. Instances like this need to be eliminated, first, so that legislatures will observe our business-like methods and, second, a more important reason, that the children themselves be given the educational advantages of city pupils.

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With European politics in doubt from day to day, the experience of Rev. J. A. Linde, O. Praem., of St. Norbert's College, De Pere, Wisconsin, is indicative of the nervous tension which exists in that section of the world. Robert Brooks, junior, and co-editor of the college's paper, wrote an article entitled "Sub Iugum Ducit" (He Leads Them Into Slavery), obviously anti-Hitler. In some ingenious manner, the paper appeared on the desk of one Otto Schmied, rector of a Vienna, Germany, high school. Said he in his reply to Father Linde, "I never thought that so much hatred against Germany and its most respected and outstanding leader was possible, whom, with few exceptions, all of us love and revere, and I never thought that so much misinformation of the true state of our affairs had been heaped up in America." This and other instances show the timeliness of Dr. Luther Gulick's repeated statements that "The average citizen has got to take an interest in European affairs and try to understand them. Education must face grim facts."

An effort is being made in Michigan to understand the aims and objectives of foreign countries. Orin Wellesley Kaye, Jr., son of the state NYA director, has taken a year off from his studies at Michigan University to travel in Europe. Enroute he is sending for a nominal sum a series of mimeographed letters to various schools. His first hand accounts of what he sees make excellent discussion material for classes in history, English, and economics. Movies are being "shot," and upon Mr. Kaye's return these will be shown in the subscribing schools. Whether the movies can be obtained in other states can only be ascertained by addressing Mr. Kaye, c/o Sigma Phi Epsilon fraternity, Ann Arbor. . . . Superintendent Campbell of New York City is also doing something about it. He recently issued an order that bi-monthly assemblies should be held for the purpose of teaching tolerance. These have been in progress since the first of the year. Their aim has been to show "the contribution of all races and nationalities in a way such as to develop esteem, respect, good will, and tolerance among students and teachers." As world events grow increasingly complex, the need for other cities to follow Dr. Campbell's example is very great. . . . The Wisconsin legislature has before it a bill which if enacted would require teachers and pupils to salute the flag and recite together, once weekly, at opening exercises, an oath of allegiance. A fine of from $5 to $25 would be levied on an instructor who failed to comply. . . . Argentina this year inaugurated several protective measures against various "foreign primary and religious schools." Only properly qualified teachers may be employed, the Argentine

flag must be displayed, and national historical pictures must decorate the walls. . . . But to return to the nation's metropolis, a resolution was recently introduced which would deny the use of school auditorium facilities to outside organizations whose activities are "of a controversial nature liable to arouse ill feeling, jealousy, or dissention"—obviously aimed at Nazism, Fascism, and Communism.

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What do you think of Mrs. Lucy J. Franklin's comment on present day college students? As dean of women at Boston University, she says "More students are drinking than formerly, but in smaller quantities than the campus drinkers of former years. I am convinced that our students are learning to drink as they do in England.". . . Ferris Institute is worried about liquor, particularly when it is sold to minors. The school paper's editor writes, "I am not trying to stop drinking by Ferris students . . . but when these minor students are allowed to buy enough liquor to become intoxicated, then I say live up to the laws . . . and stop selling to these young people who have just graduated from high schools." Ferris' problem is not unlike that which Straubenmuller Textile High School in New York City faced during the winter when a tavern was permitted to operate next door to this girls' school. Vigorous protests by parents and the Board of Education were registered with the Liquor Authority. What action was finally taken we have not been informed. . . . Whitney Point, New York, school bus drivers have decided to initiate their own campaign to safeguard their 8000 boys and girls whom they transport daily. Certificates will be awarded to the driver whose safety record is the best; cooperation among bus drivers, police, and public is to be encouraged; and a trophy will be presented to the school which places first in an accident elimination contest. . . . In Washington buses will again be used to carry pupils to Grand Coulee dam, fisheries, national forests, factories, etc. . . . Indianapolis has a schoolboy patrol of 2,400 boys to whom should go the credit for a very much reduced accident toll. Much of their success is attributable to a two-weeks' training camp, sponsored by the Safety Education Council, and to the fact that safety instruction is required of all grade school pupils before graduation from the eighth grade, and one credit is given for mastery of a course on safety in high school.

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Limelight these last few weeks falls upon Dean George A. Works of the University of Chicago, newly elected president of the North Central Association. Sincere sympathy is extended to Dr. William Lyon Phelps whose wife died suddenly March 22. Somewhat belated but none the less sincere is our sympathy to the family of Professor H. J. Baker, formerly director of extension service for the New Jersey State Agricultural Experiment Station at Rutgers University. Professor Baker died of a heart ailment. . . . Bill Brannan of Evanston, Illinois, now a student at Beloit College, may be blind but he graduates this June, having majored in math. and physics. A leader in all campus activities, he has also wrestled, having to his credit seven wins, three losses, and one tie. . . . When John Patrick, University of Chicago student, was informed that 24 goldfish had been digested (?) by a Harvard boy and 67 by a Pennsylvania student, Patrick attempted a different feat—a meal of phonograph records. Dr. Robert N. McMurray, psychologist at Chicago Central YMCA college, incidentally has declared the piscarnivorists are "brothers of jitterbugs and flagpole sitters." . . . Thomas Frank, Altoona, Pa., recently won first honors in a national science essay contest participated in by hundreds of Catholic high schools. Duquesne University sponsored the competition. . . . Mary Louise Mayer, first year student at St. Joseph's Academy (Yakima, Washington) won first prize in the Washington Progress Commission's golden jubilee essay contest. Upwards of 1800 compositions were entered. . . . Professor Frederick Koch has students of dramatics this year who have earned more than $200 in royalties on plays published. . . . Harry W. Kipke, former football coach at the University of Michigan, has been elected to the Board of Regents. . . . Professor H. H. Sheldon of New York University is pioneering in television instruction. His course emphasizes optical systems, photocells, tubes, and other equipment. . . . This month Carl Senob, music supervisor in the Zeeland, Michigan, schools, will be honored when a 1,000 piece band plays his "Tulip Festival March" in Holland (Mich.) at the annual flower festival. Carl was a special student of the famous Mischa Mischkoff. . . . Mildred Jackson, freshman in the West Virginia Wesleyan College, has established a new speed record by typing 164 net words for one minute of rhythm drill. On fifteen minutes of straight copy she taps 105 and on thirty minutes of straight copy, it is no less than 100 words a minute.

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As the school year draws to a close, it is a step in the right direction when school administrators give their encouragement to various types of conferences and consultations on vocations. Some reason for their success can be traced to the American Council of Guidance and Personnel Association whose sessions at Cleveland were especially well attended. One of the most recent conclaves was that at Waupaca, Wisconsin, under the leadership of Supt. Lester Emans. For two days ten groups of visiting seniors listened to men and women from various parts of

(*Continued on page* 178)

# The News Digest SECTION

## Revision Is Urged For High Schools

NEW YORK — Drastic revision of the state high school system to include a six-year secondary school program and provide a better "training for citizenship" curriculum is advocated in the regents' report.

Seventh in a series of ten volumes, the 377-page study was conducted by Professor Francis T. Spaulding of Harvard University and covers the field of secondary education. Serious defects in the school system were found, and frequent examples of poorly trained students attested to the inherent weakness of the existing organizations.

Boys and girls, even after four years of high school education, were found to lack civic competence, and to be poor material for future American citizens.

An improved program would cost $20,000,000 a year more than now expended for high-school instruction, Dr. Spaulding estimated. However, through suggested economies, such as the consolidation of small units in rural New York, a saving of $26,000,000 could be effected, he said. In this way all of the recommendations could be introduced at no actual extra cost.

## Off to School At Age of Two

ATLANTA—Public school days soon may begin for youngsters at the tender ago of two, instead of the currently accepted six.

Methods for such extension of the responsibility of public education were under consideration by the Association for Childhood Education in its 46th annual convention here.

Mrs. Frances Fayfarth of Washington, D. C., editor of "Childhood Education," asserted federal government nursery schools, together with privately-sponsored projects, had proved advantageous for beginning schooling early.

"A child's lifetime characteristics may become fixed in those years from two to six," she said. "His carriage, his speech, his adjustment to social influences, his reactions to being placed with other people—all are in the process of crystallization in those four years before the traditional age of six for beginning public schooling."

## STATE MUST PAY $3000 FOR MAKING GIRL STAND ON HEAD

CORTLAND, N.Y.—The Appellate Division said recently "such fantastic and perilous antics as the head stand" as a "necessary part of education impresses us as absurd" and ruled New York State must pay $3,000 to a Cortland schoolgirl, Elizabeth Gardner, for a dislocated vertebra. The ruling reversed a Court of Claims decision.

The girl's parents sought $10,000 for the neck injury, which they said she received in 1936 during a gymnastic period at Cortland Normal School involving a head stand.

"If children are forcibly taken from their parents and guardians by the State," Justice Heffernan wrote, "and compelled to perform such fantastic and perilous antics as the head stand, then the State should be held strictly to account. Perhaps our notions on the subject are outmoded, but the view that exercises such as these form a necessary part of education impresses us as being absurd."

The justice wrote that he was unwilling to adopt the view of the Court of Claims that the girl was injured in an unavoidable accident.

"That the school authorities, for whose acts the State is answerable, were negligent is not even a debatable question," he ruled.

"It is no answer to say that if even properly supervised the child might have been injured. We are also convinced the State is grossly negligent in requiring immature children to perform the head stand. It seems to us that any one with any sense of intelligence would anticipate grave danger to result from such a performance."

## Sweden Expands Youth Exchange

STOCKHOLM — Believed a potent agency for peace among nations, Sweden's school youth exchange this year will probably embrace at least seven other countries—Great Britain, Finland, France, Germany, Holland, Norway and Denmark. The exchange took in 1200 Swedish boys and girls in 1938.

## Superintendent For Fifty Years

HENDERSON, KY.—Charles Dudley is looking forward to celebrating his "golden" anniversary as a school superintendent next year.

Re-elected head of Henderson city schools for the 19th time, Mr. Dudley is rounding out 49 years as a superintendent. Previously he headed schools in three other Kentucky cities.

## Senator Assails Education Bill

WASHINGTON—Senator Gerry (D., R. I.) said that federal grants-in-aid to the states are "gifts or bribes by which the government induces the states to do what they otherwise could not or would not do."

He criticized particularly the pending education bill, under which federal grants to states to aid education would start at $75,000,000 annually and increase to $208,000,000.

Reciting that there have been other demands for grants for such matters as kindergartens, eradication of noxious weeds and elimination of toll bridges, Gerry said:

"The theory behind all these demands seems to be that they are too expensive for the states but still within the means of a national government which has been annually in the red for billions of dollars, this last year alone by four billions. Is there no recognition that there are some expenditures which the federal government cannot afford"

# DEMOCRACY MUST BE ROOTED DEEP IN BOTH HOME AND SCHOOL

ATLANTA, GA.—"The quality of the democracy lived in the home and the school is one of the basic factors affecting child development in America. Therefore, if we want children to learn democracy, it is imperative that we strive in every way to live democratically with them."

It was on this challenging note that the forty-sixth annual convention of the Association for Childhood Education opened here, with Dr. E. T. McSwain, Association Professor of Education at Northwestern University, as the principal speaker.

Unless children have had the opportunity to engage in co-operative planning, executing, and evaluating the activities which are carried on in the home and in the school we cannot expect them to have made democratic living a part of their social fabric, Dr. McSwain said.

An examination of the typical home and school program reveals a widespread failure to respect the child's individuality, he contended, and said further that the major objective in too many schools seems to be that of teaching the child what he is to know, and how he is to learn it. The child, as a consequence, he charged, is patterned to an adult mold and has to spend much time learning subject-matter for which he has not, as yet, seen any use. This gradually dulls his spirit of adventure and his natural eagerness to learn, until he loses those very qualities of active independent thinking and intelligent evaluation of action which a democracy demands.

## Newton Teachers Join Federation

NEWTON, MASS. — Adoption of a program designed to promote professional and educational solidarity marked the organization recently of the Newton Teachers Federation. More than 500 teachers in the Newton public schools enrolled in the federation.

Haydn S. Pearson, who was elected president, said that the founding of the federation had no connection with the recent slash of $35,000 from the school department budget made by the Board of Aldermen. He said formation of the federation had been under consideration for some time.

Other officers chosen were John F. Fitsimmons, vice-president; Miss Helen E. Conroy, secretary, and Miss Irene M. Haworth, treasurer.

## Prep Boys Prefer Non-Athletic Program

NEW BRUNSWICK, N. J.—A change in interest among pre-college boys from athletic pursuits toward more academic endeavors was disclosed in the program for the annual Rutgers University Preparatory School week-end. In answer to many requests from high school boys, athletic events, former highlights of prep week-ends, have been supplanted almost entirely by more educational activities.

"When our program of prep school week-ends started seven years ago," said Stanley R. March, alumni executive secretary, "sports were the center of interest and academic activities were more or less neglected. Each year more and more educational topics have been added to the program, and this year vocational guidance conferences, special lectures and visits to classrooms, laboratories, museums comprise almost the entire program."

With the gradual change in type of program offered, attendance at the week-ends has increased.

## Green Succeeds A. J. Stoddard

DENVER, COL.—Charles E. Greene, connected with the Denver public schools for 16 years and Assistant Superintendent for the past six years, succeeds A. J. Stoddard as Superintendent, beginning May 1.

Dr. Stoddard, formerly head of the schools in Providence, R. I., resigned his post here last September to accept the superintendency in Philadelphia.

Mr. Greene is a native of Missouri, a graduate of the University of Denver, and holds a master's degree from Teachers College, Columbia. He has had charge of secondary education as Assistant Superintendent and has instituted noteworthy developments in the curriculum of the Denver high schools. He is in his early fifties.

## Girls Outspend Male Students

BLOOMINGTON, IND.—Though it's Joe College of Indiana University who pays for dates, Betty Co-ed spent on an average $50 more last school year than he did.

Mary M. Crawford, economics instructor, said she found in a survey the average woman student spent $663.29 and the average man $613.07. The biggest difference came in spending for clothes.

A sophomore sorority member spent the most—a total of $2010—and a freshman the least—$207.50.

## Mrs. Roosevelt Donates Bath Tub to School

LAWTON, OKLA.—Grade school pupils of Mrs. Lena A. Dean no longer come to class with dirty faces—thanks to Mrs. Franklin D. Roosevelt.

Mrs. Dean, the principal, wrote Mrs. Roosevelt asking her to appear in a benefit to help buy the school a bath tub. Mrs. Roosevelt sent a check for $90.

Mrs. Dean bought a tub, shower cabinet, 50 towels and wash cloths and a second-hand washing machine.

"We have less sickness than any school in Lawton," she said. "The regular baths and hot luncheons are responsible for such a healthy group."

Each class is allotted the bathroom one day a week. There is an extra day. Any pupil who wants an extra bath is welcome.

## College Grinds Called Best Bet

STATE COLLEGE, PA.—College girls are passing up a good bet when they leave the school "grinds" to themselves and set out to have a good time with the campus playboys.

Chances are the "Good Time Charlies" will be working for the industrious stay-at-homes within ten years after they leave school, according to Dr. Robert G. Bernreuter of the Pennsylvania State College.

"The girls seem to favor those who will be working for the 'grind' in the next decade or so," Dr. Bernreuter said.

Pointing out that the problem of developing social ease among a certain group of men students is a difficult proposition, Dr. Bernreuter, associate professor of Education and Psychology in charge of the psycho-educational clinic, said:

"These boys, many having the highest intelligence and outstanding scholastic records, often go through an entire semester without talking to a girl socially."

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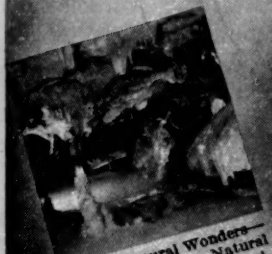

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## Officials Worried By Hitler Gifts

LYNN, MASS. — The Lynn school board recently was given the task of deciding whether or not Lynn English High School may accept three books and several etchings—the gift of Adolf Hitler.

The books include the donor's famous "Mein Kampf," and "Germany and You" and "The New Germany," while the etchings depict scenes in Germany.

Arrival of the Nazi Fuehrer's gift was made known by Miss Pearl E. Belonga, Saugus school teacher and a graduate of Lynn English High, who announced at the same time she had requested the gift for presentation at the golden anniversary celebration of the school's alumni body. Miss Belonga said she also had written to Mussolini and requested him to present the school with a gift, but had received no reply.

When asked whether or not he would allow the school to accept the gift, Mayor J. Fred Manning said the question must be decided by the school board.

## Curb Anticipated On Alien Schools

SANTIAGO, CHILE.—There is reason to believe that several South American governments are considering the revision of laws or regulations under which foreign community or language schools are allowed to function.

There always has been a certain hostility to the operation of foreign schools in South American countries but hitherto there have been only isolated attempts to dispute the benefit conferred by the liberal constitutions on which political independence was founded more than a century ago. Today, however, there is a wide and firmly-rooted feeling that many of the foreign schools are not only failing to cooperate in the molding of New World citizens, but are being used as instruments for the propagation of doctrines incompatible with the New World theory of government.

## The Truth About Those Haircuts

NEW BEDFORD, MASS.—Supt. Allen P. Keith has issued a statement giving the real "lowdown" of the story about military haircuts which was printed in various publications, including THE JOURNAL OF EDUCATION (page 138, April, 1939). Mr. Keith's statement follows:—

"Some of the boys in the R.O.T.C. needed haircuts and Major Rede called their attention to that fact. He mentioned a military haircut but did require this of any one. He made no threats whateve,r and simply informed the boys that keeping their hair in trim was as necessary as keeping their uniforms neat and in order, their shoes blacked, etc. He received no protests from any mothers and was quite surprised that the newspapers made so much of a little thing."

## Colleges Types Described

PRINCETON, N. J.—Two Princeton University psychologists announced the result of a poll taken among 380 students of the "Big Four Colleges," Dartmouth, Harvard, Princeton and Yale, and also of Smith College to determine how the students of each of the men's colleges would "type" those of the others and how the Smith girls would describe the four types.

The investigators, H. Kenneth Fink and Dr. Hadley Cantril, Associate Professor of Psychology, asked their subjects to use five words or phrases they thought most descriptive of the students attending Dartmouth, Harvard, Princeton and Yale, and they got the following general estimates:

The Dartmouth student is an "outdoor man, college-loyal, a hard drinker, athletic and rah-rah"; the Harvard man is "blasé, snobbish, conceited, intellectual and socialite"; the Princeton youth is "style-setting, gentlemanly, smooth, college-loyal, socialite," and the Yale student is "college-loyal, athletic, typical college, hard-drinking, socialite." The men were not asked for their views on Smith students.

The report does not contend that all the individuals attending the institutions become thoroughly stereotyped, but observes that "the stereotypes regarding college men are well defined."

# SPECIAL LECTURES FOR PARENTS TO ACQUAINT THEM WITH PROGRAM

NEW YORK.—To acquaint parents with the program and policies of the New York City school system, a special course has been arranged by the United Parents Association in cooperation with the Board of Superintendents.

Leading school administrators give weekly lectures on various phases of the educational system on Tuesday evenings. To give the parents an opportunity to participate, half of the sessions are devoted to lectures, the other half to discussion and questions.

In this way it is hoped that the parents will get an insight into the philosophy and background of many of the modern procedures introduced recently by the Board of Education.

Many problems are not understood by parents, and as a result, occasional friction develops. This is particularly true in the activity program. Many teachers as well as parents have argued publicly against this program. During the last few months the questions of transfers and attendance have disturbed the school authorities. Three "strikes" were called by the parents as protests against transfer orders.

It is these problems and similar ones that will be analyzed by the parents and educators. This is the first time that the parents have received the cooperation of the Board of Education in organizing special classes for their benefit.

Certificates are to be presented to all who attend regularly at the close of the term.

## Bay State Offers Summer Courses

BOSTON, MASS.—The nineteenth annual summer school program of the Division of University Extension, consisting of forty-one courses which carry credit towards an M.Ed. or B.S.Ed. degree and offered in sixteen centers throughout Massachusetts has been announced.

Courses will be offered at Boston, Brockton, Fall River, Framingham, Harwich, Haverhill, Hyannis, Lawrence, Lowell, Marblehead, New Bedford, Plymouth, Salem, Springfield, Taunton and Worcester. The instruction available at these centers includes courses in education, literature, and art.

A new twenty-four page bulletin describing each of the summer courses to be offered by the Division of University Extension is now available and may be obtained by writing James A. Moyer, Director, Room 217, State House, Boston.

## Democratic Principle Applied to College

GLASSBORO, N. J.—Democracy is one of the policies of the new administration of the New Jersey State Teachers College here. It is the desire of President Bunce that students be permitted to suggest, improve, and decide upon administrative policies before any important steps are taken.

In order that the students may have an opportunity to express their opinions, a series of forums have been held in which major issues were discussed and decided upon. Last year, the student body was called upon to discuss and offer names for the newly organized school paper. This year, an even more important issue was brought before the student body—the question of examinations. The purpose of this forum was to hear the pros and cons of the student body on socialized examinations, the honor system, and honor rolls. After the plan was tested at the semester finals, the students again had a chance to express their reactions by voting for or against its permanent adoption. The President plans to settle many issues by other forums in the future.

**Boston University Summer Session**

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**For bulletin and further information, address:**

ATLEE L. PERCY, Director
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Boston, Massachusetts

## BOSTON PUBLIC SCHOOLS

Examinations for candidates for temporary teaching positions in the City of Boston will be held on May 9, 10, 11, and 12, at 1:30 p.m. at The Teachers College.

Examinations for admission to the course leading to the degree of Master in Education in the Graduate Department of The Teachers College will be held on Friday, May 12, at The Teachers College at 9 a.m.

Examinations for admission to The Training School for Teachers of Mechanic Arts will be held on Saturday, May 6, at the Parkman School, South Boston, at 9 a.m.

Address all questions in regard to these examinations to Board of Examiners, 15 Beacon Street, Boston.

PHILIP J. BOND,
*Chief Examiner.*

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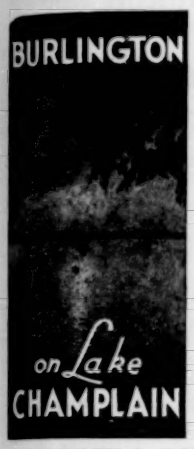


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## Flag Case Appealed To Supreme Court of U. S.

BOSTON.—An appeal to the United States Supreme Court from the decision of the federal court which recently upheld the constitutionality of the Massachusetts law requiring school children to salute the flag was filed with the clerk of the United States district court here by Atty. Olin R. Moyle, of Brooklyn.

Moyle, counsel for the Jehovah's Witnesses, represented William A. Johnson, of Deerfield, in his suit last November against the Deerfield School Committee. Johnson sought unsuccessfully to have the committee restrained from enforcing the flag salute requirement on his three children, William, Jr., 12; Dorothy, 11, and Gloria, 7.

The tribunal, comprised of Judges Bingham, of the circuit court of appeals, and Brewster and Sweeney, of the district court, ruled that the state law was constitutional, specifically declaring it "not contrary to the 'due process' clause of the 14th amendment."

In his appeal, Moyle held that the law was unconstitutional because it denied and unduly restricted freedom of speech and freedom of worship, denied the right of parents to bring up their children, and denied the equal protection of law.

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On April 17 the U. S. Supreme Court upheld the decision of the lower court. Thus the compulsory flag salute is judged constitutional.

## Board Members Skipped Oath

BOSTON—Members of the Boston school committee, voicing approval of proposed legislation to require their taking an oath of office, were chagrined to learn the city charter already provides for such an oath.

Elected committeemen, with jurisdiction over the educational system of the city and annual expenditures of more than $18,000,000 have never, in the memory of anyone, taken the oath. Dr. Patrick Foley of South Boston, who was appointed to serve the unexpired term of Mayor Tobin, disclosed he had taken the oath from City Clerk Wilfred J. Doyle.

Committeeman Joseph Lee, outspoken critic of teachers' oath legislation, expressed himself in favor of a required oath for members of the school committee.

## Scores of Soviet School Children Purged

Moscow. — Further testimony in the trial of three former political police officials and an acting magistrate at Leninsk-Kuznetsk in the Urals, on charges of abuse of authority, indicate thet school children were purged on a large scale and under the most absurd charges of "treasonable activity."

The number arrested is uncetain, but Savkin, one of accused, is quoted in the latest issue of *Soviet Siberia* as estimating that 60 children committed anti-Soviet offenses. Later estimates put the number at 160.

## Free Sea Trips Offered Teachers

LONDON.—Eight free round-trip passages to Australia and New Zealand from England will be offered next year to graduates of universities in Great Britain or Ireland by the Australian and New Zealand Passenger Conference, according to a recent announcement.

McGill University
FRENCH SUMMER SCHOOL
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Montreal June 29-Aug. 9

Students may select courses comparable to (a) elementary, (b) regular undergraduate course, (c) post-graduate. Co-educational. Certificates and College credit. Only French spoken at all times. Staff includes visiting professor from Sorbonne, Paris. Residence in new Douglas Hall. Inclusive fee $180. Write for booklet to Secretary, French Summer School, McGill University, Montreal, Canada.

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# Book Reviews

## Everyday Biology

A BIOLOGY OF FAMILIAR THINGS. By George L. Bush, Allan Dickie, Ronald C. Runkle. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

While it may be important to scientists to know how many toes were possessed by various types of prehistoric mammals, facts about living dogs or cats or canaries surely make more interesting subject matter for the average high school student. Moreover, the most important principles of biology can be as readily illustrated and firmly impressed by familiar specimens of animal and plant life as by those seldom or never encountered.

Such, no doubt, was the reasoning which led the authors and publishers to make available for the first time "A Biology of Familiar Things." Described as a pioneer text, this work is indeed distinctive in its self-imposed limitation of subject matter and its ample treatment of topics having everyday significance to every one.

While this novel organization of a biology text may shock some sticklers for formal and conservative methods, many others will welcome this courageous handling of the science. The best educational bridges have always been built from the known to the unknown.

Human beings in health and in sickness; household pets; insect pests and how to combat them; the living things that go to make up our food and clothing; the flowers we grow in our gardens—these are central themes of this workaday treatise. Its style is readable and clear. Altogether it gives promise of rendering unique service to biology classrooms.

## Educational Yardsticks

MEASUREMENT. By William A. McCall, Ph.D., Professor of Education, Teachers College, Columbia University. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

What has a book with the title "Measurement" to do with happiness? Possibly a great deal. For the author, Dr. William A. McCall, of Columbia, puts happiness highest in the social heaven—the star to which all proper educational wagons should be hitched.

It is the educational, not the astronomical yardstick, which is dealt with in this volume. Measurement in the hands of educators should minister to happiness or be thrown aside.

The book has an interesting philosophical foreground, an able setting of the stage for the detailed presentation of the techniques of measurement which follows through most of the volume.

How to administer tests of various kinds, how to determine the crude scores, age scores and grade scores, how to devise new tests, how to apply the results of tests to the advantage of those tested, how to avoid the abuse of tests—all these and a score of other leading questions pertaining to this general matter are lucidly and convincingly handled in a treatise not too vast for the average person to read with satisfaction and profit. Dr. McCall is not a man to cloak his subject in mystery. He wants to strip away the notion that the use of tests belongs exclusively to the big medicine man who talks glibly in long Latin derivatives.

Lo, the rank and file of the teaching profession can understand all that is most necessary. The profession should be grateful to Dr. McCall for thus trusting their intelligence and putting the science of measurement where they can make wise use of it. Measurement is no new thing. Solomon suggested some way of measuring wisdom in every other Proverb—as pointed out by one of Dr. McCall's students, who is quoted in the book. It is only as a science that measurement is modern. Dr. McCall himself has been one of the most active developers of this science. The quotient method of scoring I. Q.'s and many other Q's are only the best known of his inventions.

## Atoms in Harness

CHEMISTRY AT WORK. By William McPherson, William Edwards Henderson, and George Winegar Fowler. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company.

A great deal of sane pedagogy has evidently been molded into this new chemistry text for high schools. The pupil is skillfully led to the doorways of each of the book's fourteen units by a foreword which creates a questioning mood and provides important guiding thoughts. There is something intriguing about the arrangement, the grouping and the titling of the chapters. The writing and the illustrations tell their stories well.

But it is not an abstract or remote science that young people will be learning from this attractive volume, so much as a system of laws and principles closely related to their everyday lives. The book is well styled "Chemistry at Work." It is chemistry at work in the home, the field and the factory — chemistry contributing to health and comfort, chemistry serving mankind in a thousand different ways and ready to serve in a million more.

It will not have to be said of pupils who have studied this text that they "don't know what it's all about." All who bring a modicum of intelligence and application to the task will acquire an understanding of the science in many of its most important phases, as measured by their usefulness to man.

## Self and Society

OUR LIFE TODAY. By Francis L. Bacon and Edward A. Krug. Boston: Little Brown and Company.

Every writer and speaker nowadays is tempted to inform his audience that we live in a changing world. If he refrains from that statement he heads for the next whirlpool, which is to say that the world today is highly complex.

Well, so it is. And this very complexity is what requires such a book as "Our Lives Today" to be prepared for pupils in the earlier years of high school. In this text by Francis I. Bacon and Edward A. Krug, a great amount of unraveling has been done in the broadened zone of civics The modern approach is by way of the near and familiar. Following this procedure, "Our Life Today" begins with life in the home, the school and the neighborhood and advances toward the remote problems of national government and economics and those of international friction.

The treatment is clear and orderly; the style breezy; the appeal to right-mindedness in social situations should prove effective.

Teachers may do their own selecting of activities from the many that are suggested. Thus the work is flexible in its adaptability to pupils of varying talents.

## Bearding the Lion

PROBLEMS IN JUNIOR MATHEMATICS. John G. Gilmartin, Henry E. Kentopp, and Roscoe C. Dundon. New York and Chicago: Newson and Company.

As the author points out in his preface, the supposed goal of mathematical study is the ability to solve problems. Yet problems occupy a relatively small space in the average textbook—and a much smaller space in the attention paid to problems by most teachers.

No doubt the way to learn the technique of solving problems is—to solve problems; to face them resolutely, to analyze them one after another until one has discovered their tricks and patterns and learned how to gallop into the maze and rescue the answer. So here are problems aplenty—problems in arithmetic, in algebra, in plane geometry and even in trigonometry. The author recommends written analysis of each problem as a means of accustoming the pupil to clear thinking.

Pupils should develop rapidly in mathematical power under the influence of such a book.

## Mirrors of Life

STORIES, WITH A HELPING BOOK FOR TEACHERS TO ACCOMPANY IT. By Willis Thomson and Jane Souba. New York: Henry Holt and Company.

Somewhat out of the ordinary is the teaching purpose behind this collection of short stories for "young adults," as the authors neatly designate the junior-high-schoolers to whom this book is addressed. The idea has been to select stories whose absorbing interest leaves no doubt pupils will read them with avidity and pleasure—but not to let the matter stop here. The theory of the authors is that fiction is not so much a release from life as a means of broadening experience and thought. So the emphasis in this collection has been less upon literary form than upon the social problems suggested in the chosen tales that comprise the collection. To accomplish their aim the creators of this teaching project have issued two distinct volumes; the first a book titled "Stories" which is void of the usual explanatory and biographical notes, and secondly "A Helping Book for Teachers" which supplies apt suggestions on the significance of each story and the discussion topics opened up by it.

In the hands of a sincere and intelligent teacher, this story book and its attendant manual should prove effective implements in the shaping of character and the better understanding of the world in which our lives are cast.

There is an educational challenge in "Stories."

## Letting Henry Do It

HENRY AND THE GARDEN; STORIES ABOUT HENRY; HENRY AND HIS FRIENDS. By James S. Tippett. Yonkerston-Hudson: World Book Company.

Supplementary readers with carefully controlled vocabulary for the earliest grades are not so plentiful as to leave no room for more and better ones. The series dealing with the experiences of a certain youngster named Henry is not only well graded in its meting out of new words, but composed of entertaining incidents. There is the cumulative interest of a serial story—without the pain of waiting a week or a month for the next instalment. Henry and his family and friends are sure to become very real to the little people who follow their fortunes through the pages of the Henry books. Growth in reading ability can be accomplished for most children with vastly more pleasure than pain,—a fact well attested by these readers.

## Everyman As Bookkeeper

BOOKKEEPING FOR PERSONAL AND BUSINESS USE. By John G. Kirk; George M. Alleman; Isadore Klein. Philadelphia, Chicago, Atlanta, Dallas, Toronto: The John C. Winston Company.

Business is a thing that no normal person can escape. All of us are responsible in some degree for the management of money, and all of us should know at least the rudiments of bookkeeping.

"Bookkeeping for Personal and Business Use" offers an introductory course to occupy the student for one year. But the book is not a cold, hard, remote sort of treatise with problems that would only be encountered by the man operating a set of ledgers at a high desk. Rather does it meet individual and social needs first, before proceeding to matters which concern the expert. Who does not require some knowledge of budgeting his own income? Who would not like to be able to analyze a financial statement? Who can be sure he will never have any part in keeping or studying the financial records of a society or club?

Such common problems as these are met with unusual aptness by the author, and the interweaving of this material throughout the text is such as to provide a remarkably serviceable training for the average man or woman while also equipping the student with the principles and experiences essential to account-keeping for a small concern. This text seems to have points of special merit which make it stand out from the ordinary run-of-the-mine manuals in this subject.

## Soil, Sunshine and Europe

EUROPE, THE GREAT TRADER. By Alison E. Aitchison, Iowa State Teachers College. New York, Indianapolis: The Bobbs-Merrill Company.

How mightily the living habits and activities of a people are affected by the physical characteristics of the land they occupy, is vividly documented by this 1939 volume, "Europe the Great Trader. Designed rather as a supplementary than a basal text, this volume is interestingly written and suffers not a whit in geographic authenticity from its informal, travelogue style.

Without pretending to be a complete geography of Europe, it presents a generous cross-section of the more important states. Liberal use is made of rainfall and temperature charts to show the kind and degree of Nature's favors and to impress the resultant conditions as regards food production and the need of commerce.

There are numerous intriguing illustrations from photographs, many of which were taken by the author during the three years of travel and observation that prefaced the writing of this book.

"Europe the Great Trader" will supply the thoughtful student with a clearer understanding of the causes lying behind the unsettled situation that has prevailed on the European continent from time immemorial. Economic insufficiency is the almost universal answer—but what, specifically, are the shortages and the resources in each country? What, moreover, are the compensating solutions men have worked out to overcome natural difficulties? Miss Aitchison's book is unstinting in its information on such points.

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## Educational Horizons

*Continued from page* 170

the state, all of whom confined their talks to preparation for college or jobs. Mr. Emans thought it significant that no industrial concern whom he asked to send representatives to talk to the students refused to come. If you are interested, write Mr. Emans. We think he has something! . . . Travel is another great educator. 520 girls of Stephens College, Columbia, Mo. will verify this, having recently returned from the college's fourteenth annual educational tour. 400 miles of the East and South were included. . . . Many school groups will this summer visit the New York World's Fair. Dr. Alexander Efron expresses the hope that the fair will "stimulate many teachers and science club sponsors to seek to develop their own programs of rich after-school science activities." One of the most interesting aspects of the school science display will be "a program of volunteer pupil activities at a center work table, all of a non-hazardous nature and all closely related to the general theme of the exhibit."

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### STONY STARE EVERYWHERE

I sneezed a sneeze into the air:
It fell to ground I knew not where;
But hard and cold were the looks of those,
In whose vicinity I snoze.

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# Grins Between Grinds

### FLABBY

Alfalfa Bill—What's the matter with me, doctor?

Doctor Hooey—You're not getting enough exercise. You should spend about two months in the city dodging automobiles.

* * *

### WINGLESS

Two Negroes who had not seen each other in five years discovered each had been married during that time.

"What kinda woman did you-all get, Mose?" asked Rastus.

"She's an angel, Rastus, dat's what she am."

"Oh-h-h-h-. Mine is still livin'," Rastus muttered.

* * *

### WHY BOSSES GO CRAZY

Stenographer (after rapid-fire dictation): Now, Mr. Meyer, what did you say between "Dear Sir" and "Sincerely yours"?

### BOTH

Barber (to young plaster-haired sheik): What'll you have, a haircut or just the oil changed?

* * *

### ALL UNDER COVER

Smathers—I hear that one-fourth of the United States is covered with forests.

Hallers—Yes, and I hear that the other three-fourths is covered with mortgages.

* * *

### SKIN DEEP

Father—Well, Willie, what did you learn at school today?

Willie (proudly)—I learned to say "Yes, sir" and "No, sir" and "Yes, ma'am" and "No ma'am."

Father—You did!

Willie—Yeah!

* * *

### NOT IN RETREAT

Wife—Why do you always go into the yard when I sing? Don't you like to hear me?

Husband—It isn't that. I just want the neighbors to see I am not beating you.

### UNFORTUNATE PLIGHT

"When I grow up, will I have a husband like daddy, Mother?"

"Yes, Betty."

"And if I don't get married, will I be an old maid like Aunt Susan?"

"Yes, child."

Deep thought for a minute.

"Well, I sure am in a fix."

* * *

### TAKING NO CHANCES

Unsympathetic Mother—Why didn't you come and ask me first if you wanted to go fishing?

Sobbing Small Son—Because I wanted to go fishing.

* * *

### HIGHER ASPIRATION

Professor: "And just why wouldn't you want to have your name inscribed in the Hall of Fame?"

Student: "Well, I'd sooner have people asking why it isn't there than why it is."

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